2014

Transnational teaching teams: Professional development for quality enhancement of teaching and learning-Final Report

Lynne M. Keevers
University of Wollongong, lkeevers@uow.edu.au

Maureen Bell
University of Wollongong, mbell@uow.edu.au

Sumitha Ganesharatnam
INTI Laureate International Universities, sumitha.ganesh@newinti.edu.my

Fauziah K.P. Dawood Sultan
INTI Laureate International Universities

Jane See Yin Lim
INTI Laureate International Universities, jsyl769@uowmail.edu.au

See next page for additional authors

Transnational teaching teams: Professional development for quality enhancement of teaching and learning-Final Report

Abstract

The Transnational Teaching Teams: professional development for quality enhancement of learning and teaching project was a two-year Office for Learning and Teaching (OLT)-funded project that targeted professional-practice development for transnational teaching teams to enhance quality learning and teaching in transnational education programs. Five partner universities were involved: the University of Wollongong (lead), INTI International University and Colleges (Malaysia), RMIT International University (Vietnam), RMIT University and La Trobe University.

Keywords

enhancement, professional, learning, final, report, transnational, development, teams, quality, teaching

Disciplines

Education | Social and Behavioral Sciences

Publication Details

Keevers, L., Bell, M., Ganesharatnam, S., Dawood Sultan, F. K. P., See Yin Lim, J., Loh, V., Lefoe, G., Hall, C. & Scholz, C. (2014). Transnational teaching teams: Professional development for quality enhancement of teaching and learning-Final Report. Sydney, Australia: Office for Learning and Teaching.

Authors

Lynne M. Keevers, Maureen Bell, Sumitha Ganesharatnam, Fauziah K.P. Dawood Sultan, Jane See Yin Lim, Vin Cent Loh, Geraldine Lefoe, Cathy Hall, and Casey Scholz

Australian Government

Office for Learning & Teaching

Transnational Teaching Teams

Professional development for quality enhancement of learning and teaching

FINAL REPORT 2014

UNIVERSITY OF WOLLONGONG AUSTRALIA

INTI International College Subang
LAUREATE INTERNATIONAL UNIVERSITIES

RMIT UNIVERSITY

LA TROBE UNIVERSITY

Lead Institution

University of Wollongong

Partner Institutions

INTI International University and Colleges (Malaysia)
RMIT International University (Vietnam)
RMIT University (Melbourne)
La Trobe University

Project Leaders

Dr Lynne Keevers

Project Team

Associate Professor Geraldine Lefoe
Dr Cathy Hall-van den Elsen
Ms Fauziah KP Dawood Sultan
Ms Jane See Yin Lim
Dr Maureen Bell (Project Manager)
Dr Sumitha Ganesharatnam
Professor Barry Harper Mr Casey Scholz
Mr Vin Cent Loh
Professor Betty Leask
Professor Val Clulow

Report Authors

Lynne Keevers
Maureen Bell
Sumitha Ganesharatnam
Fauziah KP Dawood Sultan
Jane See Yin Lim
Vin Cent Loh
Geraldine Lefoe
Cathy Hall
Casey Scholz

Transnational Teaching Teams

Professional development for quality enhancement of learning and teaching

transnationalteachingteams.org

Australian Government | Office for Learning & Teaching

Support for the production of this report has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this report do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

Office for Learning and Teaching
Department of Education
GPO Box 9880,
Location code N255EL10
Sydney NSW 2001
learningandteaching@education.gov.au

2014
ISBN PRINT 978-1-74361-987-2
ISBN DOCX 978-1-74361-989-6
ISBN PDF 978-1-74361-988-9

UNIVERSITY OF WOLLONGONG AUSTRALIA | INTI International College Subang LAUREATE INTERNATIONAL UNIVERSITIES | RMIT UNIVERSITY | LA TROBE UNIVERSITY

Acknowledgements

Project Team

Dr Lynne Keevers	Faculty of Social Sciences, University of Wollongong (UoW)
Dr Sumitha Ganesharatnam	Product and partnerships Management, INTI International University and Colleges Malaysia
Professor Betty Leask	LaTrobe Learning and Teaching, La Trobe University
Dr Cathy Hall-van den Elsen	College of Business, RMIT, Melbourne
Emeritus Professor Barry Harper	University of Wollongong
Ms Fauziah KP Dawood Sultan	Teaching & Learning, INTI International University and Colleges, Malaysia
Ms Jane See Yin Lim	Centre for UOW Programs, INTI International University & Colleges, Malaysia
Mr Vin Cent Loh	Centre for UOW Programs, INTI International University & Colleges, Malaysia
Associate Professor Geraldine Lefoe	Learning, Teaching and Curriculum (LTC), University of Wollongong
Casey Scholz	Teaching & Learning Unit (T&L), RMIT International University, Vietnam
Professor Val Clulow	College of Business, RMIT, Melbourne

Project Manager

Dr Maureen Bell	LTC, University of Wollongong (UOW)

Research Assistants

Dr Pamela Abuodha	Faculty of Science, Medicine and Health, University of Wollongong
Dr Oriana Milani Price	Faculty of Social Sciences, University of Wollongong

Project Officer

Ms Liesl Radloff	LTC, University of Wollongong

Project Advisory Group

Professor Geoffrey Crisp	Dean, Teaching and Learning, RMIT, Melbourne
Dr Gavin Sanderson	Teaching and Learning Unit (TLU), University of South Australia
Professor Joe Chicaro	Deputy Vice-Chancellor (International), University of Wollongong
Dr Anucia Jeganathan	President, INTI International University and Colleges
Associate Professor Anne Herbert	Director, T&L, RMIT International University, Vietnam
Associate Professor Gary Noble	Faculty of Business, UOW
Dr Marina Harvey	TLC, Macquarie University, Sydney
Professor John Fulcher	Faculty of Engineering and Information Sciences, UOW
Emeritus Professor Mark Tennant	University of Technology, Sydney

Project Contributors

We value the contributions from the academics who participated in the project and assisted in the production of resources, including Susan Turnbull, Nicolas Russo, Rob Carr, Annalise Friend, Charlotte Frew, Stephanie Hanson, Brian Yecies, Sukhmani Khorana, Faizal Nafis, Susan Efira, Karen Crowe, Rebecca Goodway, Ted Mitew, Marcus Teras, Belinda Gibbons, Kingston Knight, Stephane Ting, Vasanthi Vijayavale, Winnie Goh, Shanmuga Sundram, William Tibben, Aleks Rachlewicz. Andy Leydon, Jesus D. Tinawin, Lisa Thomas, Paul Bargon, Natalie Akmacic, Holly Tootell, Madasari Ansari, Alison Freeman, Christopher Moore, Celeste Rossetto and Ruth Walker. We thank students Michelle Webb and Sharon Misage for participating in the videos and to Diane Goodman and KK Kwok for producing them. Thanks to Adam Orvad at Yowie Media for graphic design, and to Learning, Teaching and Curriculum (UOW) for website production.

List of Acronyms Used

ALTC	Australian Learning and Teaching Council
CADAD	Council of Australian Directors of Academic Development
DVC (I)	Deputy Vice Chancellor (International)
HERDSA	Higher Education Research and Development Society of Australasia
ICED	International Conference of Educational Development
ICLT	International Conference of Learning and Teaching
LTC	Learning, Teaching and Curriculum
MANOVA	Multivariate Analysis of Variance
OLT	Office for Learning and Teaching
PAL	Participatory Action Learning
PAR	Participatory Action Research
RMIT	RMIT University
SPSS	Statistical Package for the Social Sciences
TLU	Teaching and Learning Unit
UNiSA	University of South Australia
UOW	University of Wollongong

Contents

Tables and Figures

Executive Summary

The *Transnational Teaching Teams: professional development for quality enhancement of learning and teaching* project was a two-year Office for Learning and Teaching (OLT)-funded project that targeted professional-practice development for transnational teaching teams to enhance quality learning and teaching in transnational education programs. Five partner universities were involved: the University of Wollongong (lead), INTI International University and Colleges (Malaysia), RMIT International University (Vietnam), RMIT University and La Trobe University.

The project approach was practice-based and focused on working with transnational teaching teams using cross-border, work-based, participatory action-learning (PAL) projects. The PAL projects involved members of teaching teams investigating, engaging and learning together in their daily work context and developing curriculum resources and pedagogies to support curriculum renewal, student learning and the development of professional practice.

The project has developed, implemented, evaluated and disseminated a peer-reviewed program comprising a curriculum, and two resources toolkits with pedagogical processes that can be adopted or adapted by other institutions to fit their context. The project's transnational practice development toolkits and associated resources are provided at the *Transnational Teaching Teams* website: transnationalteachingteams.org The *Transnational Teaching Teams* website provides:

- teaching and learning practice development for transnational teaching teams
- a curriculum, resources and pedagogical processes for transnational teaching teams
- professional-development principles for institutional policy and practice development.

The resources enable transnational teachers and coordinators to:

- build transnational teachers' professional capacity
- build transnational teaching-team members' sense of belonging and collaboration
- empower, and enhance the effectiveness of, transnational teaching teams
- ensure that assessment across sites is fair and relevant to transnational students
- develop curricula offering an international experience
- build student collaboration across sites

The key themes of the project outcomes determined the themes of the two toolkits. The *Professional Development Toolkit* comprises the *Induction*, and *Ongoing practice development* toolboxes. The *Resources Toolkit* comprises a number of toolboxes: *Internationalisation of the Curriculum and Inclusive Pedagogy, Assessment Parity, International Student Collaboration and Dialogue, Intercultural Group Work, Embedding academic language and literacies into the curriculum* and *Transnational Project-based Learning*.

The website also provides professional-development principles, case studies, a literature review and research papers and instruments from the project, information about the project and the international symposium and links to relevant projects and materials.

Characteristics for Successful Transnational Education Projects

From the successes and challenges of the *Transnational Teaching Teams* project, the following characteristics have been identified as important for OLT-project success in the area of transnational education:

- Professional learning and quality enhancement in transnational education are likely to be the product of practice development that is collaboratively designed and negotiated, context-sensitive and specific and involves all members of the transnational teaching team engaging and learning together in their daily work
- A distributed leadership approach enhances a sense of ownership and engagement among all team participants
- A facilitated participatory action-learning approach enables professional development to be situated in work-based professional practice
- Situated professional practice in which teachers design, explore and develop materials and processes to meet their own situated curriculum and professional development needs should be balanced with production of resources and frameworks that are useful for the higher-education sector
- Strengthening social relations and trust amongst transnational teaching- team members enhances their capacity to create collaborative learning spaces amongst students studying in diverse cultural contexts, different geographical places and shared cyberspaces. Realising the benefits for students from the intercultural engagement and expanded learning afforded by internationalised degrees is enhanced if their lecturers and tutors have opportunities to engage in dialogue, work together and develop a sense of belonging to a transnational teaching team
- There is a need for higher-education institutions to create policies, frameworks and structures that support professional learning that is collective, dynamic and anchored in the everyday work practices of transnational teaching teams. Such policies will recognise the importance of a practice-development approach that is inclusive of the whole transnational teaching team

Chapter 1 Project Overview and Outcomes

Introduction

The *Transnational Teaching Teams: professional development for quality enhancement of learning and teaching* project was a two-year OLT-funded project that targeted professional-practice development for transnational teaching teams to enhance quality learning and teaching in transnational education programs. The project approach was practice-based and focused on working with transnational teaching teams using cross-border, work-based, participatory action-learning (PAL) projects. The PAL projects involved members of teaching teams investigating, engaging and learning together in their daily work context and developing curriculum resources and pedagogies to support curriculum renewal, student learning and development of professional practice.

The project has developed, implemented and evaluated a peer-reviewed program that provides teaching and learning practice development for transnational teaching teams. A set of professional-development principles for transnational teaching teams has been developed as a tool for institutional policy and practice development. The curriculum, resources toolkits and pedagogical processes have been shared and disseminated, allowing for adaptation by other institutions to fit their context.

The major themes of the transnational practice development toolkits developed by the project and provided at the website are: induction, participatory action learning, internationalisation of the curriculum and inclusive pedagogy, assessment parity, international student collaboration and dialogue, intercultural group work, embedding academic language and literacies into the curriculum and transnational project-based learning.

Rationale

Transnational education is an increasingly important aspect of Australian universities' activities. Increased access to education in many developing countries has become a priority (Marginson & McBurnie, 2004). Whilst for some time international students have travelled to other countries for their higher education, most recently the trend has been a move to access in the local country through partnership arrangements with overseas institutions, with high-level bodies engaged in interventions such as developing a code of practice (UNESCO/CEPES, 2000).

Recent studies within the Australasian region have identified a range of challenges for transnational academics, co-teachers and their students. The literature on transnational education demonstrates that teaching in this context is complex and challenging, involving diversity in cultures and cultural expectations, power and role inequalities, contexts, programs, and the need to ensure quality standards across partner institutions (AUQA, 2009; Dobos, 2011; Hicks & Jarrett, 2008; McBurnie & Ziguras, 2007; Pyvis, 2011; Sanderson, 2011; Stella & Bhushan, 2011; Waterval, Frambach, Dreissen & Scherpbier, 2014).

The recognised need for professional development of transnational teachers and co- teachers includes the development of cultural understanding, improved communication and dialogue across teaching teams and developing and adapting the curriculum (see, for example, Debowski, 2005; Dunn & Wallace, 2006a, 2008; Leask et al., 2005; Marginson & McBurnie, 2004; McBurnie & Ziguras, 2007, Sanderson, 2011; Stella & Bhushan, 2011; IEAA, 2008; Gribble & Ziguras, 2003; Leask ,2004; Connelly et al., 2006; Australian Education International, 2006). However, despite an emerging literature in the area of professional development for academic staff working in transnational programs (Leask 2004; 2009; Hicks & Jarrett 2008; Gribble & Ziguras, 2003; Dunn & Wallace, 2006), the formulation of a professional-development program outline (Pyvis, Chapman, O'Donoghue, Aspland & Cacciattolo, 2011) and the publication of a HERDSA Guide for transnational coordinators and teachers (Melano, Bell & Walker, 2014), little of this work has explored how the diversity within transnational teaching teams might be used to maximum advantage. There is a gap in terms of publicly available principles and good-practice models of professional development for transnational teaching teams using a collaboratively developed and flexibly delivered curriculum.

The *Transnational Teaching Teams* project builds upon two earlier ALTC-funded projects. The first project, *Enhancing frameworks for assuring the quality of learning and teaching in university offshore education programs*, developed a quality framework for transnational programs that can inform the design of professional-development programs for those working transnationally (O'Donoghue et al., 2010). The second project, *Moderation for Fair Assessment in Transnational Learning and Teaching*, focused on assessment-moderation practices in transnational programs and argued the critical importance of ongoing communication and dialogue between Australian and transnational education partner staff (Mahmud & Sanderson, 2011). The project also extended the professional-development framework for academic staff teaching in Australian programs offshore (Leask, Hicks, Kohler & King, 2005). This project was also informed by the outcomes of the OLT-funded project *Subject Coordinators: Leading Professional Development for Sessional Staff*, which focused on the teaching-team level (Lefoe et al., 2009). A prior pilot study of University of Wollongong (UOW) and INTI International University and Colleges teaching-team members articulated the professional-development needs of transnational teaching teams in areas such as internationalisation of the curriculum, assessment practices and moderation, quality standards and assurance, intercultural competency and communication, peer review of teaching, developing academic literacies and inclusive educative practice (Keevers et al., 2011). These themes formed the initial focus areas of the *Transnational Teaching Teams* project.

This project contributes to addressing the challenges for transnational teaching teams by providing a professional-practice development program and a set of principles for those teams, together with a piloted and peer-reviewed framework, curriculum, resources toolboxes and pedagogical processes sensitive to the specificity of both cultural context and students' need to develop language and academic literacy. The curriculum, resources toolbox and pedagogical processes have been shared through the dissemination process, allowing for adaptation by other institutions to fit their context. It is envisaged that this project will continue to support ongoing dialogue and conversation and further development of a community of practitioners committed to improving teaching practices in transnational higher education.

Project outcomes

The outcomes originally set for this project have been met as follows.

> *A peer-reviewed and evaluated curriculum, resources and pedagogical processes for providing teaching and learning professional development for transnational teaching teams*

The peer-reviewed and evaluated toolkits containing a curriculum, resources and pedagogical processes for providing teaching and learning professional development for transnational teaching teams has been delivered. The various activities and reflections of six PAL teams collaborating across UOW and INTI and from RMIT (Melbourne) and RMIT (Vietnam) have resulted in the development of this suite of resources. RMIT/RMIT Vietnam teams developed a framework and an induction program for upfront professional development for transnational teaching teams. UOW/INTI PAL teams developed a curriculum, resources and set of pedagogical processes for ongoing practice development with transnational teaching teams. Members of the project team also collaborated to formulate a set of principles for professional-practice development in transnational education.

The materials and resources together form the *Transnational Teaching Teams Toolkits*, which have been reviewed by the project advisory group, the project team, the participating transnational teaching teams and other stakeholders. The Toolkits have been positively received and are considered to meet the project objectives. Evaluative comments from the advisory group and the symposium participants indicate that the project outcomes are considered extremely useful and productive. Materials were edited according to feedback and are held on the project website at: transnationalteachingteams.org.

The toolkits comprise eight toolboxes:

- Toolbox 1: Induction and Professional Development Framework
- Toolbox 2: Participatory Action Learning Processes
- Toolbox 3: Internationalisation of the Curriculum
- Toolbox 4: Parity in Assessment
- Toolbox 5: International Student Collaboration and Dialogue
- Toolbox 6: Intercultural Group Work
- Toolbox 7: Academic Language and Literacy
- Toolbox 8: Transnational Project-based Learning

Each toolbox includes a guide to its use, peer-reviewed curriculum, pedagogical processes and resources, and provides teaching and learning practice development for transnational teaching teams in higher-education programs.

Implementation and evaluation of the professional-development program with transnational teaching teams at collaborating institutions

The professional-development program for transnational teaching teams at collaborating institutions has been developed, piloted and evaluated.

Members of the RMIT/RMIT Vietnam teams collaborated to develop, pilot and evaluate an induction program for transnational teachers. Evaluation was ongoing throughout the various phases of the project. Feedback gathered from the piloting process was used to improve and strengthen the induction material and delivery strategy. Evaluation of the final induction program and associated resources by RMIT Vietnam and RMIT Melbourne team members was undertaken at the end of the professional development activities. Positive feedback indicated that they supported the needs of transnational teaching teams Evaluation by RMIT Vietnam and RMIT Melbourne team members.

The members of the UOW/INTI transnational teaching teams worked collaboratively to develop, evaluate and refine a professional-practice development program through a distributed-leadership model. The project used participatory action-learning (PAL) processes with teaching teams from the Faculties of Business, Engineering and Information Sciences and Law, Humanities and the Arts. PAL afforded the team members the opportunity to extend the scope and deepen their understanding of their practices through interacting with many new peers who brought different perspectives to new work situations. PAL enabled the transnational teams to be learning-conducive sites. Teaching teams consisted of the subject or unit coordinator, lecturers and tutors from both sites. Members of the project team facilitated the process. Thirty-nine team members participated in the PAL processes. These transnational teaching teams were extremely diverse in relation to cultural and

linguistic background, years of experience teaching in transnational education programs, age and academic qualifications.

To enact the PAL processes, the project depended on distance-shrinking technologies such regular videoconference meetings and workshops to enable team members to build relationships and together improve aspects of the teaching and learning in their subject. The transnational teaching teams used action learning cycles to iteratively monitor and evaluate their projects. The evaluation was interpretive, gathering qualitative and quantitative data from the PAL teams in the form of participant reflections, iterative discussions, interviews, student surveys and student results. Evaluative discussions were conducted via videoconference with all participating transnational teaching teams throughout the project.

The response from the teaching teams was extremely positive. The following comments from subject coordinators from both sites are representative:

> *The ability to meet, to talk to each other, to plan together, to have the input from Lynne and Gerry (facilitators), has been amazing. To have that level of support the opportunity to discuss, people putting in ideas on a regular basis- that has really benefited the subject and the students. It is clear in the student results and in their comments...it has been a fantastic experience" (UOW Subject Coordinator).*

> *It is great to have the whole team brought in, communicating with one another, sharing experiences, understanding better the standards, the expectations, listening to one another first hand. I think it helps us empathise with the challenges the other people are going through. The huge impact for me was working together on the marking guide.... Communicating made it so much easier for me to perform my role" (INTI Subject Coordinator).*

Communication, relationships and teamwork strengthened within selected transnational teaching teams from the UOW and INTI, the RMIT College of Business and RMIT Vietnam and La Trobe, and strategies identified for adaptation elsewhere

The professional-practice development approach implemented in this project was designed to enhance collaborative and collegial social practices within the transnational teaching team as they undertook what Boud & Brew (2013: 214) refer to as 'embodied, contextualized activities' and engage and learn together in their daily work context. Analysis of the project's evaluation data with participating teaching teams demonstrates that this approach enhanced dialogic interaction, relationships and created a sense of belonging to a transnational teaching team.

As the resources developed in this project arose from the needs of the participating transnational teaching teams, they are necessarily situated and context-specific. To ensure that the resources were generalised enough to be useful for other institutions and disciplines, the project team developed contextualising guides and facilitator guides for each of the toolboxes. Principles for professional-practice development for transnational teaching teams were also developed to increase the transferability of the resources and pedagogical processes. During the peer-review process the project advisory group specifically assessed the accessibility and intelligibility of the resources for use by other institutions. Further feedback on the adaptability of the toolkits was sought at both national and international dissemination events. The project team incorporated the feedback into the resources.

Establishment of a community of practitioners committed to enhancing the quality of teaching and learning in transnational higher-education programs

Completion of the participatory action-learning projects with the transnational teaching teams has left international communities of practice firmly embedded across sites within the UOW/INTI teaching program and between the RMIT College of Business and RMIT Vietnam teaching teams. The extensive, structured, practice-development program was instrumental in building these communities using a series of structured videoconference workshops with the participating transnational teaching teams.

The project has also established networks between project-team members, the project advisory group, the participating transnational teaching teams and some of the participants in the dissemination activities from UOW and INTI. The development of the community of practitioners at INTI was also facilitated through a seminar on internationalising the curriculum, led by Professor Betty Leask, and a set of accompanying workshops held at the INTI Malaysia campus in August 2013.

Workshops were held at RMIT Melbourne and Vietnam in April 2013, November 2013 and June 2014. Networks to support transnational teaching teams were developed between RMIT College of Business, Melbourne, RMIT Vietnam, Singapore Institute of Management and Universitas Pelita Harapan, Indonesia.

Networks providing opportunities for sector engagement, interaction and sharing of resources have been established through the website and blog. The international symposium supported the establishment of a virtual national community of practice. Participants

explored and discussed the practice-development materials and pedagogical processes and were encouraged to continue the development of a community of practitioners focused on transnational teaching teams.

Influence on institutional policies, guidelines and practices for transnational teaching through an implementation strategy

The project has catalysed a shift in institutional guidelines and practices within the University of Wollongong, INTI International University and Colleges, Malaysia, RMIT College of Business, Melbourne and RMIT International University, Vietnam. The inclusion of key policy-makers and decision-makers from a range of universities on the project advisory group has resulted in significant engagement from these members in relation to the implications of the project for institutional polices. Participants in the international symposium explored the project's implications for policy in relation to transnational education programs and developed a set of characteristics of successful transnational education projects. The challenge for institutions is now to create frameworks and structures to support professional learning that is collective, dynamic and anchored in the everyday work practices of transnational teaching teams.

To extend the influence of the project in relation to transnational education policies, the members of the project team and the project advisory group plan to submit an extension grant application with the purpose of developing a toolbox for managers, administrators and decision-makers for inclusion on the website, along with dissemination workshops to help these leaders and managers translate the project findings into enabling institutional policies and strategies.

Dissemination of processes, outcomes and deliverables

Dissemination of information about the project has been ongoing through conference presentations and publications. A marketing strategy was developed to target relevant organisations such as AIE through February-July 2014. Marketing included information in HERDSA enews (April and May 2014), the CADAD webpage (May 2014) and a follow-up email to international symposium invitees with an invitation to access the website resources and information.

An article on the project was published in the March 2014 edition of HERDSA News. One journal article was published in a peer-reviewed journal:

Keevers, L., Lefoe, G., Leask, B., Sultan, F.K. Ganesharatnam, S., Loh, V., & Lim, J. (2014). 'I like the people I work with. Maybe I'll get to meet them in person one day': Teaching and learning practice development with transnational teaching teams. *Journal of Education for Teaching: International research and pedagogy*, 40:3, 232-250.

Seven conference presentations were made:

Keevers, L., Ganesharatnam, S., Lefoe, G., Bell, M., Sultan, F.K. Lim, J., Loh, V., Harper, B., Hall, C., Scholz, C. & Leask, B. (2012). Investigating teaching and learning professional development with teaching teams in transnational education programs, *ICED Conference*, Bangkok, July 2012.

Ganesharatnam, S. et al. (2013). Addressing the challenges of transnational education programs, *4th International Conference on Teaching & Learning*, Bangkok, November 2013.

Hall van den Elson, C., & Sholtz, C. (2013). *A tale of two cities: a model for effective transnational teaching teams*, Paper presented at the ICERI conference Seville, November 2013.

Keevers, L. et al. (2013). Building international student collaborative learning spaces through participatory action learning with transnational teaching teams, *Higher Education Research and Development Society of Australasia (HERDSA) Conference*, Auckland, July 2014.

Keevers, L. (2014). I like the people I work with, maybe I'll get to meet them in person one day: practice development with transnational teaching teams, *Learning and Teaching for our times: Higher education in the digital era*, Office for Learning and Teaching (OLT) Conference, Sydney, 10-11 June.

Keevers, L., Lefoe, G., & Bell, M. (2013). Transnational teaching teams: professional development for quality enhancement of learning and teaching, *Advancing Learning and Teaching UOW Higher Education Forum*, 23-24 April 2013.

Hall van den Elson, C., & Sholtz, C. (2014). Transnational learning for transnational teaching *Edulearn*, Barcelona, June 2014.

One conference poster was presented:

Keevers, L., Bell, M., & Lefoe, G. (2014). Situated professional development for transnational teaching teams, *Higher Education Research and Development Society of Australasia (HERDSA) Conference*, Hong Kong, July.

Dissemination of deliverables has been through the website, the international symposium held in June 2014, dissemination workshops and symposia held in Malaysia, Vietnam and Melbourne between August 2013 and June 2014.

Chapter 2 Literature Review

In the Australian context,

> *transnational education and training, also known as offshore or cross-border education and training, refers to the delivery and/or assessment of programs/courses by an accredited Australian provider in a country other than Australia, where delivery includes a face-to-face component. (DEST, 2005: 6).*

Furthermore, according to the Tertiary Education Quality and Standards Agency (TEQSA) transnational education "involves an arrangement whereby a course of study that leads to a regulated higher education award is provided either partly or fully outside Australia by either (a) a registered higher education provider (irrespective of the provider category in which they are registered), or (b) through collaboration between a registered higher education provider and one or more third parties" (TEQSA, 2013: 1). These definitions are indicative of the breadth and diversity of transnational education programmes.

This literature review notes the earlier review from the ALTC-funded *Moderation for Fair Assessment in Transnational Education* (Sanderson & Mahmud, 2011), which provides a broad overview of types of transnational education and discusses quality-assurance issues. This report will not revisit that ground; instead, it focuses on professional development for transnational education, covering four themes:

- professional development for transnational education – an overview
- induction for host-country staff and preparation for home-country staff
- quality assurance and professional development
- transnational teaching teams and situated professional development.

Professional development for transnational education – an overview

The literature suggests that teaching in the transnational context is complex, involving diversity of individuals, cultures, roles, contexts, programs and modes of delivery (Dobos, 2011; Hicks & Jarrett, 2008; Sanderson & Mahmud, 2011; Stella & Bhushan, 2011). The number of transnational programs being offered by universities is growing rapidly (Altbach, Reisberg & Rumbley, 2009) and this has resulted in a number of challenges for transnational academics and their students. These challenges are often related to differing cultural expectations, inequalities in power relations and the need to ensure quality standards across partner institutions (Hicks & Jarrett, 2008; McBurnie & Ziguras, 2007; Pyvis, Chapman, O'Donoghue, Aspland & Cacciattolo, 2011). Nevertheless, according to O'Mahony (2014), there is little empirical evidence regarding either the extent to which staff feel such challenges or about the practices they adopt to improve teaching and learning. Indeed, transnational programs have been much criticised as offering curriculum content, delivery and assessment methods that fail to adapt to the cultural context and socio-economic needs of the host country (Burnapp & Zhao, 2009; Woodfield & Middlehurst, 2009).

The expansion of transnational programs has highlighted the need for professional development as a key component of quality assurance in transnational education (see, for example, Australian Education International, 2006; Connelly, Gaton & Olsen, 2006; IEAA, 2008). Professional preparation of teaching staff is a key issue for quality transnational teaching (Bodycott & Walker, 2000; Dunn & Wallace, 2004, 2006a; Gribble & Ziguras, 2003).

Yet Dunn and Wallace (2006a) conclude that many universities do not have effective programs to induct and develop academic teaching in transnational education; while Ziguras (2007) reports that professional-development programs to enhance transnational teaching are not commonplace in most universities. Dunn & Wallace (2008) report that the main form of preparation and support for transnational teachers has been through mentoring and informal professional development. Common issues and recommendations evident in the transnational literature underscore some of the professional-development needs of transnational teaching-team members. These include the need for transnational teachers to adhere to principles of equivalence and comparability in transnational offerings (DEST, 2005; TEQSA, 2013), develop cultural understanding and an intercultural stance and to develop and adapt curriculum offerings. There is also need for effective communication and dialogue amongst all involved in transnational programs, and for the development of context-sensitive quality measures (see, for example, Debowski, 2005; Dunn & Wallace, 2006a, 2008; Leask, Hicks, Kohler & King, 2005; Marginson & McBurnie, 2004; Pyvis, 2011).

Some publications offering advice on transnational teaching and learning are appearing that may be useful to both host and home staff (see, for example, Melano, Bell & Walker, 2014; RMIT, undated). Other literature focuses on home-country academics; for example, publications from the UK Higher Education Academy (Higher Education Academy, 2014; O'Mahony, 2014). These publications provide guidance and advice to home-university teachers and coordinators on how to overcome issues and problems, broaden perspectives and develop networks. O'Mahony (2014: 6), for example, seeks "to explore the current and prospective ways in which UK higher education providers can ensure an equitable student learning experience and teaching excellence in transnational arrangements".

The issue of professional development for both local- and home-university staff who form the teaching team is complicated by the differentiation in roles and responsibilities through the positioning of transnational partners. Local partners in transnational higher education have often been viewed as a form of international branch campus, an outpost of the parent institution on foreign soil (Edwards, Crosling & Lim, 2014) and, according to Coleman (2003), sometimes known as a franchise campus or a joint-venture campus. At times transnational education has been considered an export/import commodity, as noted by Lim (2010), who, in discussing the challenges faced by private tertiary education providers in Malaysia and Singapore, refers to these as "importers of Australian degrees...coping with the varied and increasingly demanding requirements of different quality assurance goals, emphases and systems" (2010: 211).

The home university is generally positioned as the dominant partner. K. Smith (2010), in considering quality-assurance documentation from the US, Australia and the UK, concluded that awarding institutions were the drivers of quality assurance. Edwards et al. (2014) refer in particular to the situation in which power and authority are located at the home campus, which sets policy, ensures quality control and designs the curriculum, and where offshore academics are expected to accept a lesser role in the hierarchy. One of the issues in transnational education is the "often fairly rigidly conceptualised relationships of power between the exporter and importer institutions, not least between the 'foreign' teachers and 'local' students" (Djerasimovic, 2014: 204). Shams and Huisman (2012) report that staff of the host institution tend to feel inferior, and Dobos (2011: 27) quotes one tutor as saying, "We have a master-slave relationship, which is not good." Such feelings can be exacerbated by a negative attitude in home-institution staff, who may consider cross-border commercial activities anathema and irreconcilable with the academic notion of free, publicly funded higher education (Coleman, 2003). Djerasimovic (2014: 207) points out that "host teachers, who might serve as mediators between foreign teachers and students, tend not be involved in creating the curriculum", and that the "emphasis on on-shore or visiting teachers and exporter institutions again places responsibility and power on one actor, imagining the other (the students and host academics) as merely experiencing the effects of the former's agency".

Cross-border partnerships that entail "the transposition of an entire curriculum and the related degree(s) from 'home' to 'host' institution, are a rather new phenomenon" (Waterval, Frambach, Driessen & Scherpbier, 2014: 1). The home-university position is reinforced in the field of transnational-education research, which so far has been carried out and published mainly by academics in provider countries (Australia and the UK), while the country under discussion in the research is usually a host country. There is little evidence of any collaborative authorship or activity between host and provider (O'Mahony, 2014). According to Greenwood, Alam & Kabir (2014: 357), "as the partnership matures, researchers can build on earlier work by their colleagues, and new research is more likely to be grounded in the realities of the developing country". Edwards et al. (2014: 181-182) suggest that as partnerships develop, offshore institutions "can become more responsive to their local, offshore setting and start to develop their own identities" and that "the professional development of academic staff is enhanced as staff exercise more academic freedom by input into curricula development and taking on leadership responsibilities it may be the case that professional-development activities may begin to mature from induction programs into situated professional-development programs grounded in theory, as reported, for example, by Keevers et al.

Induction for host-country staff and preparation for home-country staff

There is a range of literature on professional development for academic staff working in transnational programs (Gribble & Ziguras, 2003; Hicks & Jarrett, 2008; Leask, 2004; Leask, 2009). The literature has emphasised preparation of home-country academics for teaching overseas, where Australian and New Zealand academics travel to teach 'offshore', directing 'local' tutors in teaching a curriculum developed and quality-assured by the 'host' university (Bodycott & Walker, 2000; Dunn & Wallace, 2006b; Feast & Bretag, 2005; Leask, 2004). These are sometimes termed fly-in-fly-out academics. Studies report that home-institution staff are not uniformly familiar with, or confident or experienced in, working with international colleagues and students (Waterval et al., 2014). A number of researchers (see, for example, Chapman & Pyvis, 2006; Coleman, 2003; Seah & Edwards, 2006; L. Smith, 2009) recommend preparatory courses to stimulate reflection and discussion, supported by a mentoring system for experienced and novice home staff. The Good Practice in Offshore Delivery report (IEAA, 2008) recommends that Australian teachers understand the context of transnational education and the dominant teaching methods and learning styles of the transnational context.

Induction programs for host and home country staff are considered important in developing skills and content knowledge (Heffernan & Poole, 2004; Lim, 2010; Shams & Huisman, 2012; L. Smith, 2009), and serve the purposes of "assisting local academic staff in developing the required understanding and skills to both teach appropriately and guide students in studying an Australian university course" (Soontiens & Pedigo, 2013: 45). In the past, induction programs for host-country staff were, in part, predicated on the assumption that most teachers at the host institution lacked the required knowledge, pedagogy and experience to teach as required (Coleman, 2003). Support and peer-to-peer mentoring to help faculty transition from their original teaching philosophy to the one required for the new curriculum is suggested by Dobos (2011), while Shams & Huisman (2012) propose that home-university staff visit the host institution and act as role models to strengthen 'host' teachers' competence.

An example of an induction program developed by an 'offshore provider' university is given by Soontiens & Pedigo (2013: 46), in which "the primary aim was to provide a number of interactive staff development sessions, clarify information, expose staff of the various locations to the 'whole of [home university]' presence and equip them to repeat the program at their local campus, effectively along the lines of the 'train the trainer' principle". Interestingly, the program was seen to have unintended benefits, in that "the interaction and engagement of the participants on the main campus, as peers in a residential forum not only validated their association but impacted positively on the working culture between the main campus and the different transnational education locations. The newly found identity and belonging of participants has transformed them into [home-university] agents on their respective campuses who continue to facilitate interactions" (Sootiens & Pedigo, 2013: 51). While the program appears to have supported the development of collegiality within the teaching team, a loss of the host-university academics' autonomy in becoming home-university agents suggests the desirability of a more balanced two-way influence.

Quality assurance and professional development

Some of the difficulties in delivering quality-assured programs offshore are noted by K. Smith (2010). There is a tension between requirements for equivalence or comparability and the need to contextualise curricula for the local context (AEI, 2006; AUQA, 2009; Keevers et al., 2014; Mahmud & Sanderson, 2011). There is a need for context-sensitive quality measures (Marginson & McBurnie, 2004; Pyvis, 2011; Stella & Bhushan, 2011) and curriculum adaptation (McBurnie & Ziguras, 2007). Pyvis (2011) argues the need for collaboratively developed measures of quality.

It is feasible that professional development and quality assurance might go hand-in-hand. In 2010, an ALTC project report, *Enhancing frameworks for assuring the quality of learning and teaching in University offshore education programs,* offered a set of *Principles to Assist in Quality Assurance* aimed at assuring the quality of learning and teaching in transnational programs and informing the design of professional-development programs for offshore education (O'Donaghue, Chapman, Pyvis, Aspland & Melville, 2010). In 2013, key issues in quality assurance of transnational higher education were developed through *tropEd* – a higher-education network in international health (Zwanikken, Peterhans, Dardis & Scherpbier, 2013). They developed a quality system created through participatory learning for all members, which was enhanced by involving and learning from the students. The writers suggest that this participatory learning process was a true collaboration, as opposed to national education sovereignty, and that quality assurance within the network became fully integrated into the functioning and learning of the network.

An example of involving the transnational teaching team in quality-assurance processes, as equal partners in developing standards and calibrating assessment through situated professional-practice development using PAL, is documented in an article written collaboratively by scholars from both partner institutions (Keevers et al: 2014).

Transnational teaching teams and situated professional development

There has been a recent shift in the literature from preparation/induction programs through sharing towards collegial teaching-team approaches for curriculum development and professional development. For example, in their survey of transnational programs across the UK, Keay, May & O'Mahony, 2014 argue that the characteristics of communities of practice, that is, joint enterprise, mutual engagement and shared repertoire (see Wenger, McDermott & Snyder, 2002), provide a theoretical framework for creating effective transnational education partnerships. They argue that the ongoing reciprocal transactions between home- and host-campus staff as well as students will inevitably shape the partnership and its success or failure, and that developing collaborative relationships and partnerships can thus be a key way to improve quality in transnational education contexts. Djerasimovic (2014) also offers a conception in which both parties in the transnational partnership occupy power positions that are not necessarily hierarchical. Vinen and Selvarajah (2008) give an example of mutual engagement in which a course advisory committee was established comprising teaching staff from both institutions to evaluate the design and preparation of course materials and review changes in delivery.

Yet the relationship between partner institution teachers is inherently unequal (Dobos, 2011; Dunn & Wallace, 2006a; Mahmud & Sanderson, 2011; Pyvis, 2011; Seah & Edwards, 2006; K. Smith, 2009; L. Smith, 2009) and power relations and inequalities may constrain a teaching-team approach. Crosling (2011) observed that even when official policy required meaningful dialogue between equals, offshore campus staff tended to be passive and take a subordinate role to home-campus academics. Sharing ideas and support is recommended, for example, by Ziguras (2007: 21-22), who urges that providers "develop systems that support and enhance the informal support and sharing of information between teaching staff", and O'Mahony (2014: 8), who recommends "the embedding of opportunities to share good practice within and between home and offshore institutions".

Sharing, however, may not be enough to engender success. The "frequently used term 'partnership' implies a degree of equality but often hides a power hierarchy constructed by both sides" (Djerasimovic, 2014: 207). Kalantzis and Cope (2000) argue that the complexity of education in an international environment requires that educators address the question of different cultures of learning and teaching, seek new and diverse paths of learning and cross-fertilise teaching and learning

strategies. Equalising the involvement of host and home academics in curriculum decisions is recommended by a number of researchers and commentators, who note that successful transnational projects involve all members of the teaching team (Dunn & Wallace, 2006a; Leask, 2004; McBurnie & Ziguras, 2007). The Dunn & Wallace study (2006a) noted the importance of valuing the skills and approaches of host- country teachers: "The expertise of local tutors and relationships with partner organizations were seen to be important and as yet largely untapped sources of learning about transnational teaching in particular countries, both for Australian academics and their institutions...and while some academics use a range of teaching approaches, they are not confident that they are appropriately adapted for their transnational students" (2006a: 368).

In their *Working Model for Developing a Fair Academic Trade*, Greenwood et al. (2014) propose that the key elements for cross-national projects include building shared knowledge, negotiating learning goals, forming learning communities, developing conceptual and epistemological frameworks relevant to the developing country and building educators' capacity in the developing country. One of the guiding principles in the professional-development framework for academic staff teaching offshore proposed by Leask et al. (2005) also includes the involvement of all members of the teaching team in professional development.

As noted above, the term 'partnership' implies a degree of equality that often hides a power hierarchy (Djerasimovic, 2014). Djerasimovic offers a preferable conception in which both parties in the transnational partnership occupy power positions that are not necessarily hierarchical. In transnational education successful teaching collaborations "involve drawing on the expertise of all of those involved, with the aim of producing both localised and internationally relevant subjects and programs" (Melano et al., 2014: 2).

Keevers et al. (2014) report on a program that sought to equalise the relationship through a transnational teaching-team approach, and argue for professional development based in practice at the teaching-team level. In this work 'transnational teaching team' is "an inclusive term used to refer to subject coordinators, lecturers, tutors, demonstrators and assessors, that is all those teaching and assessing in the subject across all sites" (2014: 234). The professional-development program was "practice-based and collaboratively designed to ensure it is specific and sensitive to the daily work context of a transnational team, thus enhancing dialogic interaction, negotiation and relations amongst teaching team members" (2014: 233). This situated professional-development approach is supported by earlier work of Knight, Tait & Yorke (2006) and Brew & Boud (1996), who advocate a holistic approach to professional development for teachers. Brew (2010) argues that academic development should be grounded in the daily demands of academic work. Knight, Tait & Yorke (2006: 320) propose a view of professional development as "the development of capabilities that occurs as the consequences of situated social practices". The philosophical base is in the communities of practice advocated by Wenger et al. (2002) in which shared knowledge and joint enterprise build collegial relationships in an environment of trust.

Practice-sharing is seen to greatly improve teaching strategies (Knight, Tait & Yorke, 2006), and the experience of transnational teaching affords opportunities for professional learning. Indeed, Smith (2013) and Hamza (2010) argue that the very experience of transnational teaching has the potential to promote transformational learning for staff. However, the kind of experience a teacher will have relates to motivation as much as experience, and teachers may need support in the practice of reflexivity (Teekens, 2003). Hoare (2013) points out that while the transnational teaching experience is a rich source of learning and that transnational educators are prepared to engage in self-reflection, the "unsupported on-the- job culture learning can be confusing and stressful" (2013: 570), and that universities need to facilitate the development of the required skills. Future research into professional-development policy and practice in transnational education might therefore usefully seek to ascertain (a) the processes that might be required to build effective situated learning through the teaching-team experience and (b) whether the creation of situated professional development can ameliorate the problem reported by a number of commentators (see, for example, Heffernan & Poole, 2004; Olcott, 2009; Shanahan & McParlane, 2005; Sidhu, 2009) in which partnerships deteriorate when home-institution staff do not endorse the importance of the transnational partnership.

Chapter 3 Approach and Methodology

Project approach

In our theoretical stance, we were guided by practice-based approaches to learning and knowing in higher education as explicated, for example, by Hager, Lee and Reich (2012) and Boud and Brew (2013).

In practice theory, the primary unit of analysis is practice, articulated by Schatzki (2002) as the complex interactions of sayings, doings and relatings between people, other beings and material artefacts. Practice theories view knowledge of learning and teaching not as a fixed, embedded capability of individuals, but as an ongoing social accomplishment, constituted and reconstituted as academic teachers engage with the world of practice (Hager et al., 2012). A practice-based approach shifts professional development "from a focus on individuals and learning needs to academic practice and practice needs; from what academics need to know to what they do to enact their work (Boud and Brew, 2013: 213-214). A practice-based approach suggests a focus on the local, situated complexity of transnational education-in-practice and how it could be reconfigured to enhance teaching and learning practices. Such an approach offered a good fit to our transnational project with teaching teams, as it stresses the importance of contextuality and culture, views practice as collective and places dialogic interaction in the foreground as important for professional learning. Dialogic approaches to professional learning (Issacs, 1999; Shotter 2012) were employed as they are useful in capturing the lived experience of dialogues that can energise what the teaching-team members do together and catalyse improvement in practice (Nehring, Laboy & Catarius, 2010).

Methodology

A practice-based approach using a participatory action research (PAR) framework (Kindon, Pain & Kesby, 2007; Reason & Bradbury, 2006) was used to collect both qualitative and quantitative data and actively involve teams from all sites in the research project. The design of this study was motivated by what Teddlie and Tashakkori (2009) refer to as a pragmatist interest in both narrative and numeric data to inform the research.

PAR is positioned as a practice-changing approach that has the capability to change not only people's practices, but also their understanding of these practices and the conditions in which they are enacted (Kemmis, 2009).

Similar to most PAR approaches, our project involves a spiral of the four moments of PAR: planning, action, observing and reflecting (Kemmis & McTaggart, 2001). It is an evolving, involving and reflective process, and often has critical and collaborative dimensions. This project presented particular challenges, as the distributed, transnational character demanded a version of PAR with the capability to stretch between multiple sites. Therefore multi-site PAR (Fuller-Rowell, 2009) was employed, as it is particularly suited to an enquiry process that is connected across multiple teaching teams and locations. Multi-site PAR works on a number of scales – the personal, the relational, the institutional and the transnational.

In summary, the multi-site PAR process used in this project encompassed the following characteristics as outlined by Burns (2007): an emergent program design; multiple inquiry streams operating at different locations; a structure for connecting the evaluation of the project to the project team's decision-making; a process for identifying cross-cutting links across inquiry

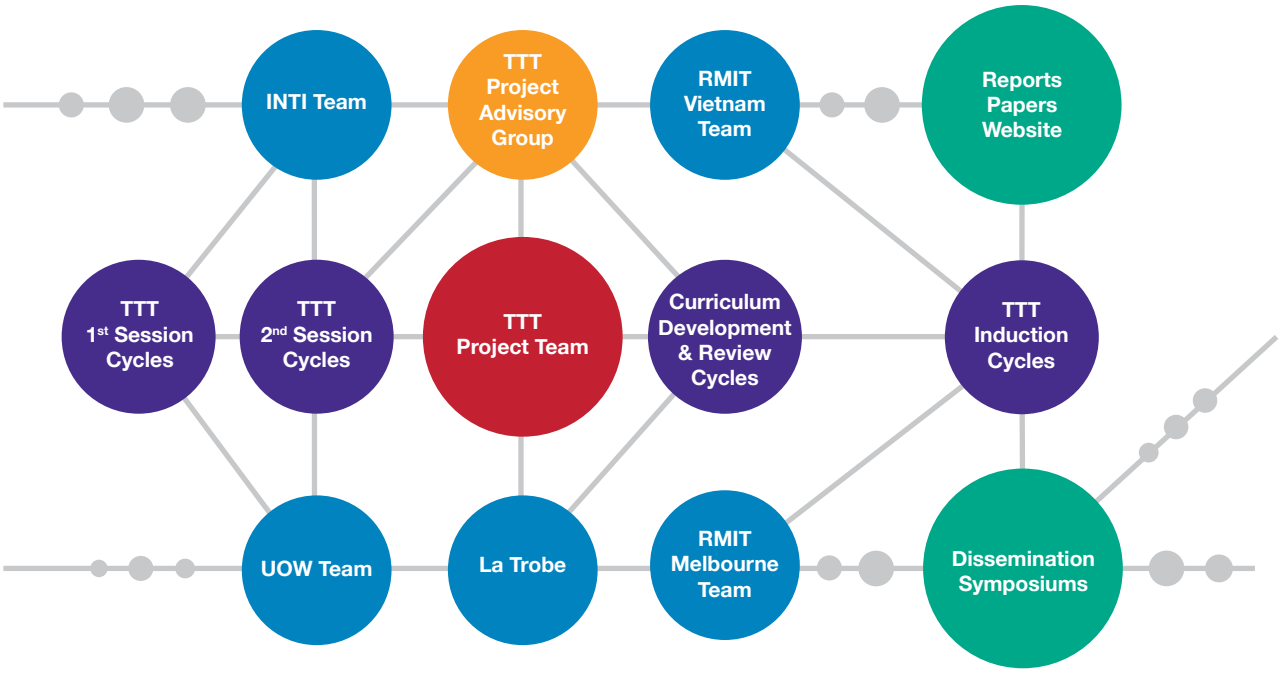


Figure 1: Overview of multi-site participatory action research cycles

streams; a commitment to open-boundary inquiry; the active development of distributed leadership; and an embedded distribution strategy. Figure 1 provides a map of the distributed PAR sites and an overview of the research process and PAR cycles.

The PAR cycles of the project team and the external evaluator formed the central node in the multiple inquiry strands that made up the project's inquiry process. This team identified the connections across the inquiry sites. Although connected horizontally to the broader project, the PAR cycles of the UOW/INTI team members and the RMIT Melbourne/RMIT Vietnam team members were distinct nodes and afforded multiple opportunities to explore different aspects of professional-practice development with transnational teaching teams in different types of transnational programs. As the diagram indicates, Professor Betty Leask, first with UNiSA and then with La Trobe, provided expert guidance in all aspects of the project. The project advisory group provided peer review and guidance in relation to ensuring that as the project was implemented across sites it was not only context-sensitive but also developed to assure suitability for adaptation by other institutions. The grey dots in the diagram represent the individuals and institutions beyond the project team and project participants who became engaged and involved in the various aspects of the project as it unfolded.

Data-gathering methods

Because practice is difficult to capture with a single method, a toolkit approach was used, as proposed by Nicolini (2013). Within the PAR cycles multiple, mixed methods were incorporated for accessing a variety of data including:

- survey of academics teaching in transnational programs from the Faculties of Business, Engineering and Information Sciences and Law, Humanities and the Arts
- survey of students enrolled in transnational degree programs from the discipline areas of business, information sciences and communication and media studies
- semi-structured interviews with stakeholders
- observations of teaching and learning practices across sites
- PAL projects with transnational teaching teams
- reflexive evaluative discussions with participating teaching teams

Appendix 2 contains the data-gathering instruments.

These participatory methods were chosen because they provided a means to explore the teaching and learning practices of transnational teachers, their perceptions of their needs in relation to professional-practice development, the communication practices and relations between transnational teaching-team members and the extent to which they perceived themselves as belonging to a transnational teaching team.

The survey of teaching-team members employed a 42-item questionnaire developed by the research team, as no identified scale in the literature could be adopted in its entirety. Items were adapted and taken from surveys developed in recent studies focused on teaching, learning and assessment in transnational education, such as Leask (2010), Mahmud & Sanderson (2011) and Ling (2011).

Semi-structured interviews were adopted, as they offer a good fit to the PAR tradition of flexibility and responsiveness and encourage a conversational style. A total of fifty stakeholder interviews were recorded and transcribed, twenty-six across the UOW/INTI partnership and twenty-four across RMIT Melbourne and Vietnam.

The student survey employed a 53-item questionnaire developed by the research team. The items were adapted and taken from surveys developed by Wilkins & Balakrishnan (2012); Milliszewska & Sztendur (2012); Denson, Loveday & Dalton (2010) and Leask (accessed 2012).

This data from the stakeholder interviews and the survey of academics from transnational teaching teams was used to design, pilot and evaluate a practice-development program with transnational teaching teams.

PAL projects with transnational teaching teams

In relation to the practice development with transnational teaching teams, we employed PAL, considered an effective professional-development approach for educators (Zuber- Skerritt, 1996, Kemmis & McTaggart, 2001). Using this process the participating teaching teams identified their shared professional-development needs and designed, implemented and evaluated projects, resources and practices to meet those needs and support effective transnational learning. This approach was influenced by the thinking of Brew (2010), Boud and Brew (2013) and others who propose that academic development should be grounded in the daily demands of academic work and take place in response to particular projects and responsibilities. The work of Holt (2011) and Knight, Tait & Yorke (2006) suggesting the appropriateness of a distributed-leadership model for teaching teams, was significant in the development of the project's PAL team approach.

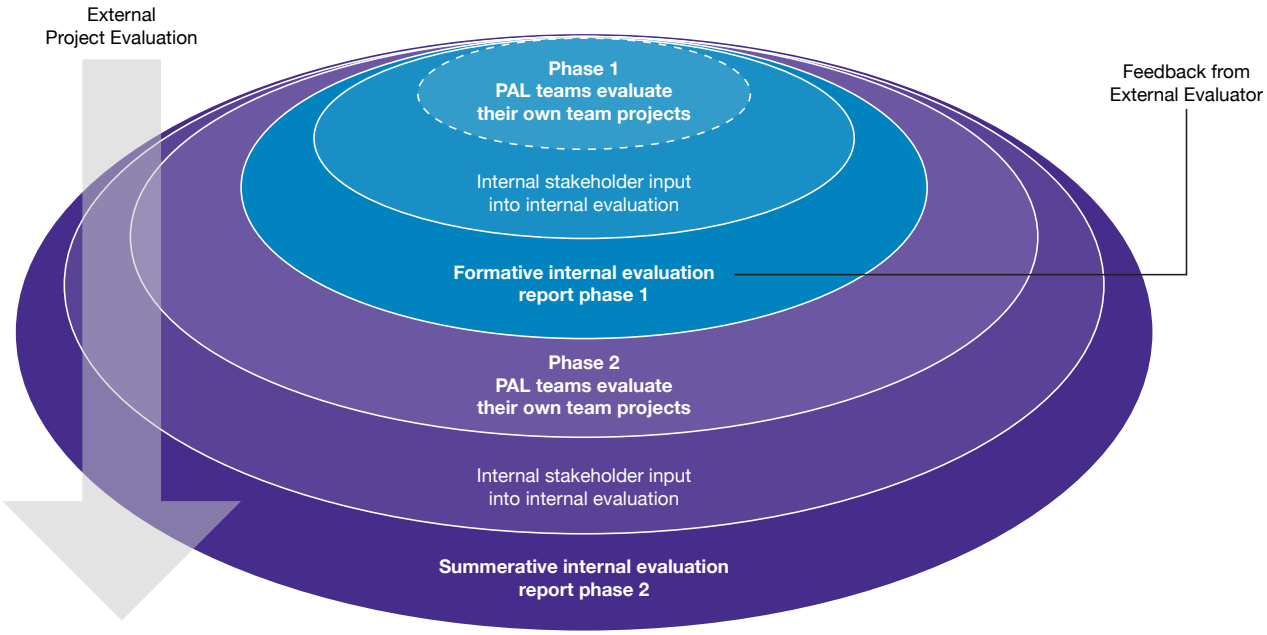


Figure 2: Diagram of internal evaluation phases

Evaluation

Two key evaluation strategies were embedded within the methodology: the inclusion of an independent external evaluator and an internal evaluation strategy for the transnational teaching team projects and the dissemination symposiums.

An approach that closely aligned with the project's design, conceptual framework and methodology was that of interactive or participatory evaluation (Owen, 2006) to support the evaluation's formative role. A number of factors made this approach particularly suitable:

- the project methodology incorporates PAL and engagement in reflective practice. Reflective practice is also central to participatory evaluation: reflection by project-team members, participants and the evaluator.
- participatory evaluation is based on an assumption that those with a 'vested interest' (Owen, 2006) have contributory roles.

Internal evaluation

PAR and PAL are collaborative, and integrate formative evaluation. The internal evaluation was collaborative and conceived as (a) supporting, facilitating, and clarifying the ongoing internal evaluation of each PAL team and (b) informing the external project evaluation.

As noted by the external evaluator, "the project team members are also configured as evaluators in this project, very much engaged in the iterative process of critique and commentary." Each PAL team at the four campuses worked separately within the project to develop their own evaluation processes and outcomes, working as participant evaluators with the support of the facilitators. In the same way, the project-team members were configured as internal evaluators of the project.

The UOW/INTI evaluation was interpretive, gathering qualitative and quantitative data from the transnational teaching teams in the form of participant reflections, iterative discussions, interviews and a survey of students enrolled in the subject. The RMIT/RMIT Vietnam evaluation was based on the qualitative data gathered by the team through stakeholder interviews and workshops.

Key questions for the internal evaluation strategy were:

- Did the PAL process effectively support the teams in designing, developing and evaluating team processes and outcomes, distributed leadership and collaboration?
- What were the characteristics of the PAL process?
- What were the processes for the development and piloting of the materials and how effective were they?
- How effective were the toolbox items for these teams?
- What were the recommendations for other teams/institutions for relationship-building, support and communication across teams?

The aims of the internal evaluation were:

- Support the UOW/INTI PAL teams and the RMIT/RMIT Vietnam team in evaluating their own team processes and outcomes (pedagogical processes, materials,

professional development framework and induction curriculum)

- Inform the external evaluation and internal stakeholders about the effectiveness of the teams' processes and outcomes

There were two phases of internal evaluation: formative and summative. At the end of the first PAL projects, which were implemented with three transnational teaching teams from three disciplines, the PAL team evaluations provided an internal evaluation that informed the work of the second cycle of PAL teams. The internal evaluation informed the external evaluation (Figure 2).

External Evaluation

From the outset this project adopted a PAL/PAR framework. It involved a spiral of planning, acting, observing and reflecting; thus an ongoing iterative evaluation was part of the project design. The tools and approaches used throughout were:

- interviews with and surveys of staff and students
- observations of learning and teaching practices across sites
- PAL Projects
- reflexive discussions with teaching teams
- ongoing formative evaluations
- project-team meetings
- workshops with TTT and the advisory group

In keeping with the ethos of the project, the external evaluator adopted the role of participant observer. The participation of the evaluator in the project included attendance and/or contributions to eight team meetings from September 2012 to August 2014, a two- day workshop in Malaysia, a one-day Advisory Committee meeting in Melbourne and a full- day Symposium at the University of Wollongong at which he facilitated the summary and discussion at the end of the day. Overall, the external evaluator drew on the following sources of information in the project:

- participation in the project as a critical friend and participant observer
- documents and documented processes
- data generated from surveys, interviews, workshops and observations
- formative-evaluation data
- workshops with participants/end users
- feedback from participants
- peer review of resources

Peer review

The advisory group provided expert commentary through a peer-review process on the Toolkits, which comprised situated pedagogical processes and materials developed by the PAL teams for transnational teaching teams in higher education. Specifically, they provided:

- Comment and advice on the professional-development framework, materials, guidelines and templates for induction of transnational teaching teams, developed by the RMIT Vietnam and RMIT Melbourne team; in particular:
  - » feasibility of implementation
  - » usefulness in sustaining and supporting relationships and engagement between faculty in Australia and their offshore teaching teams
  - » usefulness in facilitating the establishment of sustainable models of collaboration in cross-campus assessment-moderation practices, academic equivalence, contextualisation and customisation.
- Comment on the curriculum for professional-practice development for transnational teaching teams provided in the toolkit developed by the UOW INTI and UOW Australia teams, overall and within each module, including:
  - » alignment of aims,learning outcomes, content, pedagogical processes and learning experiences
  - » practice-based professional-practice development processes outlined
  - » pedagogical processes recommended
  - » resources toolkit developed
  - » accuracy and currency of content and scholarly basis of the materials
  - » appropriate citations and references to additional information
  - » cultural and language appropriateness for a diverse target audience of transnational teachers
  - » clarity and usefulness of the facilitator guide on using and adapting the curriculum, resources toolbox and pedagogical processes
- Comment on the dissemination strategy and website materials in relation to the feasibility of adoption/adaptation by other teams and institutions, suggesting further changes and additions as well as modifications that might enhance adoption or adaptation by other teams and institutions.

Chapter 4 Project Implementation

An overview of project phases and implementation is detailed below.

Phase 1: Scoping and establishment and design

This phase consisted of the following activities:

- Establishment of project team and advisory group
- Appointment of external evaluation consultant
- Appointment of project manager
- Agreements executed and signed by all participating institutions
- Ethics application written and approved
- Establishment of project-team blog site and internet-based file-sharing facility
- Creation of project plan, including communication, dissemination and evaluation strategies plans
- Co-design of research instruments

Phase 2: Co-design and co-develop pedagogical approach and gather data

This phase focused on designing the pedagogical approach and processes, identifying the participating transnational teaching teams and gathering data from stakeholders. During this phase the project team:

- Developed draft principles for professional development with transnational teaching teams
- Designed the pedagogical approach and processes to be piloted
- Sought peer review from experienced transnational subject/course coordinators and project advisory group and external evaluator
- Planned the sequencing and implementation of the ongoing professional practice development program with transnational teaching teams
- Conducted semi- structured interviews with stakeholders across sites
- Conducted observations of learning and teaching practices across sites
- Gathered and analysed survey of transnational teaching-team members

Phase 3: Pilot with transnational teaching teams and induction program design

This phase included implementing the ongoing professional-practice development program with transnational teaching teams and designing the induction program based on the data gathered. Specifically, in this phase the following activities and processes undertaken across the sites:

INTI/UOW implementation

The ongoing professional practice development program was piloted at UOW/INTI with transnational teaching teams from three faculties: Business; Law, Humanities and the Arts; and Engineering and Information Sciences. The approach was practice-based, and involved teams engaging and learning together in their daily work context. Accordingly, there was an emphasis on building collegial relationships, dialogic interactions and a sense of belonging at the level of the transnational teaching team. The program piloted in the autumn session 2013 consisted of the following interventions and products:

- Workshops on principles and practices of effective transnational education were facilitated with each teaching team, accompanied by a curriculum and resources toolbox.
- A situated action-learning project was designed, enacted and evaluated by each teaching team.
- A tailored resources toolbox was developed to help each teaching team implement their project and create inclusive transnational learning spaces with their students.
- Project-team members met regularly with the teaching teams via videoconference to facilitate the pedagogical processes, and to discuss progress and issues arising from the situated action learning projects and practice development.
- The resources toolbox and pedagogical processes that had been developed for each of the transnational teaching-team members were reviewed with all other participating teaching teams and with the project advisory group.
- Suggestions for improved practice in transnational education programs were articulated and documented.
- Participating teaching teams focused their PAL projects on the following issues: parity and calibration of assessment; intercultural group work; encouraging interaction and communication between students across sites using technologies such as blogs, Twitter, an online simulation and Skype; embedding academic language

and literacies; intercultural group work; curriculum renewal; and internationalisation of the curriculum.

- Students in participating subjects were surveyed.

RMIT Melbourne/RMIT Vietnam implementation

Using their analysis of data gathered in the interviews with RMIT Vietnam/ RMIT College of Business, Melbourne, the project team members designed the framework and documented many of the characteristics and factors identified as influencing effective transnational teaching teams. On the basis of those characteristics they established, designed and developed the learning outcomes, module structures, session plans and accompanying resources for the transnational teaching team induction program.

Phase 4: Pilot ongoing professional practice development program and induction program with transnational teaching teams

This phase included implementing the ongoing professional practice development program with transnational teaching teams at the program level and implementing the induction program for transnational teaching teams.

RMIT Melbourne/RMIT Vietnam implementation

Based on the identified professional development needs and the perspectives of academics involved in transnational teaching at RMIT Melbourne and RMIT Vietnam, an induction program with transnational teaching teams was conducted in Vietnam and Melbourne.

Areas of focus included participating in effective course management teams, building a strong transnational teaching team and developing an effective transnational curriculum by contextualising course content to meet student-learning needs.

UOW/INTI implementation

Based on the experience and evaluation of the previous iteration of the program, the ongoing practice development program with transnational teaching teams from UOW/INTI was implemented at the program-team level. The program involved two disciplines during the spring session of 2013 and the autumn session of 2014. The participating transnational teaching/program teams focused their PAL projects in the following areas:

- internationalising the curriculum
- embedding inclusive pedagogies throughout the curriculum
- developing internationalised course-level learning outcomes and assessments
- working with an international employer to implement transnational project-based learning
- scaffolding learning to enhance student interaction, engagement and intercultural capabilities across sites.

Students in participating degree programs were surveyed, and all student surveys were analysed.

Phase 5: Design, development and evaluation of professional practice principles, framework, resource toolkit and case studies

This phase focused on developing and refining the professional practice development framework, principles, curriculum, resources toolboxes and case studies. Specifically, during this phase:

- The advisory group and the external evaluator collaboratively refined, articulated and iteratively peer-reviewed the principles.
- The advisory group and the external evaluator refined and reviewed the professional-development framework.
- The professional-development toolkit and the resources toolkit containing guides, resources and sample materials were developed, peer-reviewed and published on the website. The professional development toolkit consisted of an induction toolbox and a PAL toolbox. The resources toolkit consisted of six toolboxes covering internationalisation of the curriculum and inclusive pedagogies; assessment parity; intercultural group work; academic language and literacies; transnational project-based learning; and international student collaboration and dialogue.
- The case studies were written, peer reviewed and published on the website.
- The literature review, which had been iteratively developed throughout the life of the project, was completed.

Phase 6: Dissemination and documentation

During this phase the outcomes of the project were disseminated to interested institutions through media, conferences, publications, an Australian-based symposium, a Vietnam- based symposium and a seminar in Malaysia. A conference to disseminate the outcomes to interested institutions in Malaysia will take place in early November 2014. The summative external evaluation, the project report and the financial acquittal of the grant were completed. Table 1 summarises the project's dissemination activities.

Chapter 5 Data Analysis and Research Findings

This chapter is adapted from the following publication and conference presentation by project-team members: Keevers, L., Lefoe, G., Leask, B., Dawood Sultan, F., Ganesharatnam, S., Loh, V. & Lim, J. (2014). 'I like the people I work with. Maybe I'll get to meet them in person one day': Teaching and learning practice development with transnational teaching teams. *Journal of Education for Teaching,* 40(3), 232-250; and Hall van den Elson, C. and Sholtz, C. (2013) *A tale of two cities: A model for effective transnational teaching teams*, paper presented at the ICERI conference, Seville, November 2013.

This research project makes a contribution to knowledge related to transnational education in higher education by providing a comprehensive analysis of and articulating the professional-practice development needs of transnational teaching teams and their experience of working in transnational education programs. According to the review of the literature, this is the first research to document and analyse the perspectives of all members of transnational teaching teams, including sessional staff across a range of institutions, program areas, partnership types and delivery models. Although the quantitative and qualitative data was analysed separately, the emergent results and themes are interlinked.

This chapter provides a brief overview of the research findings. (The research instruments developed and used in this project are detailed in Appendix 1).

Teaching-team member survey results

Quantitative data from the surveys of teaching-team members was analysed using the Statistical Package for the Social Sciences (SPSS). To investigate the underlying structure of the continuous questionnaire items, the data collected was subjected to principal component analysis with varimax rotation. Six factors (with Eigenvalues exceeding 1) were identified as underlying the twenty-one continuous questionnaire items. Drawing on surveys used in other studies, these factors or sub-scales were labeled:

- experience of communication practices and relationships
- experience of quality-assurance practices
- experience of professional development in relation to transnational education
- experience providing feedback on teaching, learning, assessment and curriculum
- perception of the extent to which the curriculum is internationalised
- perception of intercultural competence

To examine differences and commonalities between Australian-based and partner- institution academics' perceptions and experience of transnational education, a multivariate analysis of variance (MANOVA) was conducted on these sub-scales. Interactions and main effects were then examined using Roy-Bargmann Stepdown F-tests. The variable 'location of employment' was analysed in association with the categorical dependent variables using Pearson's chi-square test of contingencies.

Summary of the survey data

There was a reasonably even distribution in the number of respondents based in Australia (58%) and those from one of the partner institutions (42%). There were statistically significant differences between academics across sites in relation to their academic qualifications, academic interests and experience teaching in transnational degree programs. The majority of Australian-based academics had completed a doctorate, whereas most academics from partner institutions had a masters-level qualification. Although the two groups expressed an academic interest in both teaching and research, more academics from partner institutions had a primary interest in and commitment to teaching, whereas the academics based in Australia had a primary interest in and commitment to research. The survey indicated that academics engaged in transnational education at all sites were experienced teachers. However, while their teaching experience and ages were similar, the teaching-team members from partner institutions had significantly more experience teaching in transnational degree programs than their Australian-based counterparts.

Differing perceptions and commonalities across sites

The survey data was analysed to investigate if there were statistically significant differences between how teachers from different sites perceived their experience of transnational education programs, and how they defined their professional-development needs. MANOVA indicated a statistically significant difference between the two groups of academics (Wilks = F (6,53) = 5.43, $p < 0.000$). Roy-Bargmann Stepdown F-tests were used to assess to which dependent variables this effect referred. These tests indicated that the significant effect pertained to the academics' perception of the usefulness of the professional development they had experienced in relation to transnational education programs (F (1,530)=4.27, p<. 038); their experience of quality-assurance practices (F (1,57)=6.12, p<. .023); and their experience of providing feedback on teaching, learning, curriculum and assessment (F (1,54)=18.61, p<. 000). Post-hoc comparisons of means were conducted; these are detailed in Table 2 (the sub-scales with statistically significant differences are in italics).

These results indicate that teaching-team members from Australia were significantly less satisfied with the professional development they had received and with the quality- assurance practices in relation to transnational education than their counterparts in partner institutions. In contrast, academics from the

Institution/venue	Number	Details
UOW	4	Higher-education forum, 2013; presentations to Faculty Education Committees, 2014
INTI	2	Internationalisation of the Curriculum Seminar, Subang, August, 2013 INTI Subang Research Symposium, November 2013
RMIT Melbourne	1	Transnational teaching teams at RMIT, May 2014
RMIT Vietnam	2	Course management at RMIT Vietnam, February, 2014 Presentation to program managers February 2014
Symposiums/conferences organized by project	4	International Symposium, Wollongong, Australia, 16 June 2014 INTI Academic Conference, November 2014 Coordinating transnational teaching at RMIT, 6th June, Vietnam.
Publications	5	One paper in Journal of Education for Teaching, three conference papers, one HERDSA news article
Conference presentations	7	HERDSA New Zealand, 2013; Hong Kong, 2014; ICED, Thailand, 2012; ICIER, Seville, 2013; ICTL, Bangkok, 2013, Edulearn, Barcelona, 2014; OLT, Sydney, 2014.
Electronic information	4	HERDSA enews , Universe
Newspaper articles	2	The Australian, 3 July 2012 The Star, Malaysia, 7 November 2012

Table 1: Dissemination activities summary

partner institution experienced less opportunity to provide feedback to the subject/course coordinator and other teaching-team members in relation to the design, delivery and assessment of the subjects they teach. The perceptions of the teaching-team members of the extent to which the curricula are internationalised were very similar, as indicated by the closeness of the means. Both groups reported that there is significant scope to further internationalise most subjects/courses in which they teach. Both groups also reported high levels of confidence in relation to their intercultural competence in interacting with both students and staff, with the means being quite similar. Teaching-team members' perception of the quality of the relationships and communication practices were similar, with both groups reporting moderate levels of satisfaction. Communication and negotiation practices and relationships were identified as the most important issues for teaching-team members, with many expressing the desire for more face-to-face communication and increased conversation and dialogue.

These statistical results provide an overview of the perceptions and experiences of transnational teaching-team members. In summary, the perceptions and experiences of teaching-team members differ in some areas, but there are also many areas where they share common views.

Themes from qualitative data

Qualitative data from interviews, observations, teaching-team reflexive group discussions and surveys was collated and analysed to identify dominant themes and trends. The researchers initially coded the data using words from the texts, then developed more 'abstract' codes to arrive at the themes (Hesse-Biber 2007). The identification of themes and analysis was corroborated with research participants across sites.

Five of the key themes that emerged from analysis of the fieldwork data across all sites were:

- practices of communication, negotiation and relationships
- professional practice and professional-practice development needs
- quality-assurance practices
- curriculum practices
- student learning

Practices of communication and negotiation

Faculty members in Australia and South-East Asia across all sites found communication to be the most important aspect of the development and maintenance of effective and collegial transnational teaching teams. Faculty in all locations regarded personal contact at an

early stage of the relationship as critically important. This comment from a Vietnam- based academic is representative:

> *Face-to-face contact is actually a good thing, and when I've gone to Australia in the past and met people and been able to put names to faces it's been very helpful.*

There was dissatisfaction with reliance on email as the dominant and sometimes only form of communication and negotiation:

> *Communication by email is very impersonal. All right, you can say something in email, but I consciously put smiley faces at the end because I don't want people to misread, and actually quite often they do, and then you have to go back and say, 'No, this is not what I meant'.... With only email, the relationship, the trust is not there. (Malaysian-based subject/ course coordinator)*

An Australian-based subject coordinator concurred, saying:

> *We need to talk about things, not just write about things. We need more direct communication to build a connection...to facilitate transnational cooperation.*

Other aspects cited as challenging included the quality and frequency of communications, the difficulties when semester dates are misaligned and the accommodation of the different time zones in which the campuses operated.

The dominance of the theme describing the need for more interaction, face-to-face communication and strengthened relationships between academics at different sites suggests that a key aspect of professional development for transnational education is an emphasis on building collegial relationships and dialogic interactions within transnational teaching teams.

Professional practice and professional-practice development needs

Our study found evident patchiness, and sometimes absence, of structured induction and ongoing professional development for transnational teaching. This situation, combined with the lack of recognition of the complexity of transnational teaching as an aspect of academic work, means that academics tend to learn 'by trial and error' and 'just in time', and rely on informally conveyed 'custom and practice'. The result is significant variations in expectations and requirements between courses/subjects offered in different discipline areas; this causes confusion about roles and responsibilities. Accordingly, the potential for professional learning afforded by working in a transnational partnership can be inhibited by the lack of structured induction and situated practice development.

Analysis of the qualitative data from interviews and reflexive group discussions with teaching-team members indicated a need for induction and ongoing professional development focused on the following key issues and topics:

- the building of transnational relationships and engagement
- inclusive educative practices that encourage inter-cultural interactions between students across sites
- quality-assurance and assessment comparability and equivalence practices
- internationalisation of curricula
- peer observation of teaching and learning practices accompanying cross-site visits
- cross-cultural relations, intercultural competence and cultural issues
- the embedding of English-language proficiency and academic literacies into curricula
- the use of distance-shrinking communication technologies such as videoconference, Skype, blogs, other social media and learning-management systems

Forms of professional development congruent with participants' views expressed in the study would be context-sensitive, specific and work-based, and would involve teams engaging, discussing and learning together in their practice world. Such an approach would enhance negotiation, connectedness and trust amongst teaching-team members.

Quality-assurance practices

Academics across sites had expectations of, and even yearned for, quality-assurance approaches that went well beyond the mechanistic process of meeting pre-determined requirements. The following comment from a subject coordinator from UOW is representative:

> *It is one thing to communicate via email, meet the requirements, send stuff off to the other side. But what is really important is being able to sit around the table and thrash issues out together. That is what creates the consistency, improvements for the students...a sense of co-presence.*

Academics' perception of experience and practice in relation to transnational education	Location	Mean	Standard Deviation
Experience of professional development for transnational education	Malaysia Australia	4.00 2.77	.28 .24
Experience providing feedback on teaching, learning, assessment and curriculum	Malaysia Australia	4.12 5.09	.19 .16
Perception of the extent to which the curriculum is internationalised	Malaysia Australia	9.04 9.23	.55 .49
Perception of intercultural competence	Malaysia Australia	10.24 10.40	.28 .23
Experience of communication practices and relationships	Malaysia Australia	18.76 18.29	.57 .48
Experience of quality-assurance practices	Malaysia Australia	26.64 23.80	.93 .70

Table 2: Comparison of means

This quote highlights many participants' evident desire for a quality-assurance framework and structures that are effectively embedded within an extended range of everyday practices and support collective professional learning.

Power inequalities between partners were evident across both types of transnational models (branch campus and transnational partnership). One of the challenges for professional-practice development is to create an environment in which context-sensitive measures of quality, two-way processes of induction and ongoing development of teaching, learning and assessment practices may co-evolve across the boundaries of power inequalities and unavoidable differences.

Curriculum practices

This study suggests that transnational teaching provides many possibilities for internationalisation of the curriculum if professional-practice induction and development is discipline-specific, collegial and situated in the everyday work of teaching teams. Such professional-practice development opens the opportunity for collaborative curriculum development and renewal.

Student learning

This study shows that strengthening social relations, trust and negotiation amongst transnational teaching-team members enhances their capacity to create collaborative learning spaces amongst students studying in diverse cultural contexts, different geographical places and shared cyber-spaces. It suggests that the benefits for students from the intercultural engagement and expanded learning afforded by internationalised degrees are under-realised and overlooked.

Commenting on her involvement in a PAL project with her transnational teaching team, a sessional staff member commented:

> *Putting us all in the room, in the same space has been so good. I really like our team. It has made me more conscious that this is a subject that is being run across sites. So I encouraged my students to read, respond, comment on the INTI students' blogs.... Having the cohesion, the sense of being in a transnational teaching team, means that students get the benefits, they get more value from being in a transnational degree. (UOW sessional tutor)*

The data analysis shows that the potential benefits for student learning will only be realised if their lecturers and tutors have opportunities to engage in dialogue, work together and develop a sense of belonging to a transnational teaching team.

Student survey

The students enrolled in the subjects and programs of the transnational teaching teams that participated in this project were invited to complete the survey. Seven hundred and sixty- eight students participated in the survey.

To investigate the underlying structure of the forty-two continuous items, data collected from students was subjected to principal axis factoring with varimax rotation. Seven factors (with Eigenvalues exceeding 1)

were identified as underlying the questionnaire:

- teaching and learning experience
- confidence in learning
- assessment and feedback
- satisfaction with degree program
- international and intercultural experience
- learning environment and resources
- recognition and relationships

Where items loaded on more than one factor, they were allocated to the factor with the stronger loading.

A seven-factor multivariate analysis of variance (MANOVA) was conducted on the questionnaire items, which were combined into the above sub-scales. Interactions and main effects were examined using the Roy-Bargmann Stepdown F-test. We then conducted post- hoc comparisons of means.
The independent variables were:

- location of student
- gender of student
- first-in-family to access a university education
- first language – English, other-than-English

Analysis indicated that there were statistically significant differences for the main effects of location of student and first language. These results are summarised briefly below.

Location of student

There was a statistically significant effect for location of students (F (7, 606) = 25.34, p<.000).

Roy-Bargmann step down F-tests indicated that this main effect pertained to:

- students' satisfaction with the learning environment and resources (F (1,608)=86.00, p<. 000). Post-hoc multiple comparisons of means indicate that students based in Australia were more satisfied with their learning environment and resources (M= 47.87, SD=. 46) than students based in Malaysia (M= 40.82, SD= 1.89).
- students' experience of recognition and respect (F (1,607)= 75.80, p<. 000). Post-hoc comparisons of means indicate that students from the Malaysian based-partner experienced greater recognition and respect (M= 18.15, SD= .63) than students from the Australian–based university (M=11.61, SD= .25).

First language

There was a statistically significant multivariate main effect for first language (F (7, 606) = 5.61, p<. 000). Roy-Bargmann step down F-tests indicated that this effect pertained to:

- students' experience of teaching and learning (F (1,612)= 4.81, p<. 029). Post-hoc multiple comparisons of means indicate that students' perception of their teaching and learning experience was better for students whose first language was English (M= 103.19, SD=2 .07) than for students from non-English-speaking backgrounds (M= 97.21, SD= 1.5).
- students' confidence in their learning abilities (F (1,606)= 22.67, p<. 000). Post-hoc multiple comparisons of means indicate that students' confidence in their learning abilities was greater for students from English-speaking backgrounds (M= 39.93, SD= .85) than for students from non-English-speaking backgrounds (M= 36.93, SD= .61).
- students' perception of their international and intercultural experience (F (1,611)= 9.34, p<. 002). Post-hoc multiple comparisons of means indicate that students' perception of their international and intercultural experience was better for students from non-English-speaking backgrounds (M=4 3.30, SD= .80) than for students from English-speaking backgrounds (M= 41.44, SD= 1.11).
- students' satisfaction with their degree program (F (1,502)= 4.16, p<. 042). Post-hoc multiple comparisons of means indicate that students from English-speaking backgrounds were more satisfied with their degree program (M= 53.60, SD= 1.25) than were students from non-English-speaking backgrounds (M= 52.29, SD= .90).

Benefits of being in a degree that is taught transnationally

Interestingly, many students commented in the survey that the potential benefits of being in a degree program that is taught transnationally are under-realised, and that they would appreciate more opportunities to interact and learn with and from students at other sites. Some students based in Australia commented that until they undertook the subject that was involved in this project, they were unaware that there were students studying their degree in other countries.

Evaluation data from the symposium

Ninety people (excluding the project team and evaluator) attended the symposium held at UOW on 16 June 2014. Participants were from universities in NSW, Victoria, Tasmania, Queensland, South Australia, New Zealand, Malaysia, Vietnam, Singapore and the United Kingdom.

A small sample of the feedback received in relation to participants' experience of the symposium includes:

I have been spreading the great work since my return to Melbourne and I am running a workshop for academics sometime in the near future. Great work, great outcomes (Participant from Melbourne).

When attending the symposium I was quite skeptical, but not cynical, about what would transpire. When I saw the statement that transnational teaching was about practice I felt so relieved. I found the rest of the day to be so informative. For once the discussion was firstly student-focused and not primarily focused on the quality assurance/ peer-review process (Participant from Sydney).

Thank you very much for the opportunity to attend what turned out to be a very successful meeting – the team must be very pleased with the way the day went so well (the jazz music at the start and in breaks was a nice touch). The networking opportunities (including the dinner) added to the formal sessions too, and the day was very valuable (New Zealand participant.)

The return rate for the evaluation form was 31%; the collation of responses is detailed in table 3:

1. Provided the opportunity to engage with transnational education issues	Strongly Agree 22	Agree 6	Disagree 0	Strongly Disagree 0
2. Provided the opportunity to explore resources developed by the project	Strongly Agree 11	Agree 10	Disagree 0	Strongly Disagree 1
3. Further developed my appreciation of the significance of a teaching-team approach to transnational education	Strongly Agree 18	Agree 10	Disagree 0	Strongly Disagree 0
4. Further developed my appreciation of professional-development practices for transnational education	Strongly Agree 15	Agree 13	Disagree 0	Strongly Disagree 0
5. Supported the development of my professional relationships and networks	Strongly Agree 14	Agree 14	Disagree 0	Strongly Disagree 0
6. I intend to adapt or adopt an idea from the symposium in my own institution	Strongly Agree 13	Agree 11	Disagree 0	Strongly Disagree 0
7. As a follow-up to this symposium I intend to:	Explore/engage with resources = 10 Refer resources to institution = 1 Champion the issue = 1 Jointly develop curriculum = 1 Develop relationship/communications with team = 4 Be more conscious = 1			
8. Further comment:	Positive comment on project = 4 Positive comment on symposium = 10 Suggest posters in addition to guides = 1 Suggest follow-up on strategies = 1 Suggest annual meeting = 1 Suggest replicate in other places = 1 UOW-centred content = 1 Excellent principles = 1			

Table 3: Summary of Symposium evaluation

Chapter 6
Project Deliverables

The project successfully produced the identified deliverables. These products are publicly available for use and adaptation by other institutions at: transnationalteachingteams.org

Professional-development principles

Based on the literature review, the experiences and evaluation of the participating transnational teaching teams and the peer reviews conducted by the project advisory group, the project team co-developed and articulated a set of principles to guide the design of professional-practice development with transnational teaching teams. The principles expand upon those developed by Leask et al. (2005). These interdependent principles are intended to support the design of professional-learning opportunities for transnational education.

Transnational teaching teams are sites of rich professional learning when they are supported by professional development that:

- is practice-based
- builds trust and a sense of belonging
- involves all members of the teaching team
- addresses the intercultural nature of transnational teaching
- harnesses the diversity of the teaching team
- promotes distributed leadership
- is flexible and context-sensitive

Rationale for principles and related questions

Principle 1 – Professional development is practice-based

It is important that professional-practice development opportunities situate transnational teaching teams as learning-conducive sites. Related questions include:

- What unique opportunities for professional development are offered by transnational teaching?
- In what ways can all members of the team be supported in extending the scope and deepen understandings of their practice?
- Is it appropriate to anchor professional development in the everyday work practices of transnational teaching teams?
- How might professional-practice development create opportunities for teaching-team members to engage with and learn from each other as they undertake an extended range of day-to-day practices?

Principle 2 – Professional development builds trust and a sense of belonging

Communication and negotiation are keys to building and maintaining effective teaching teams. Related questions include:

- How can professional development be designed to enhance a sense of connectedness and collaboration amongst the teaching-team members?
- How can professional-practice development opportunities be built around existing collaboration?
- How might professional development be designed to enhance relations of respect and trust amongst transnational teaching-team members despite power inequalities and unavoidable differences?

Principle 3 – Professional development involves all members of the teaching team

All members of the teaching team play an important part in collaborative professional development. Related questions include:

- What critical roles do Australian-based and partner-institution staff play in teaching the transnational education program?
- How can both Australia-based and local tutors be involved in mutual, collaborative professional development?
- What sorts of resources and infrastructure are required to ensure that sessional teachers are included in professional-practice development with transnational teaching teams?

Principle 4 – Professional development addresses the inter-cultural nature of transnational teaching

Transnational learning sites are by nature inter-cultural. Related questions include:

- How is transnational teaching similar and different to other teaching activities?
- What are the issues for learning within the inter-cultural space?
- How can professional development for academic staff address the inter- cultural nature of transnational teaching?

Principle 5 – Professional development harnesses the diversity of the teaching team

Each team member's needs and experiences are recognised in the professional development program. Related questions include:

- How can professional-practice development be designed to harness the diversity of transnational teaching teams for maximum

benefit and learning?

- In what ways do the professional-development needs of transnational teaching staff vary?
- How can professional-development activities and resources be made flexible and sensitive to participants' experience, knowledge and situation?
- How can the various experiences and skills of team members be used in the professional-development program?

Principle 6 – Professional development promotes distributed leadership

Distributed leadership within teaching teams suggests a context and a culture of trust, respect, recognition and collaboration. Related questions include:

- Are all members of the team involved in leadership roles?
- Is leadership conceived as a condition of position or as practices distributed amongst group members?
- Does professional-practice development support leadership development for all team members?

Principle 7 – Professional development is flexible and context sensitive

Professional development consisting only of generic, de-contextualised workshops is unlikely to adequately meet the needs of transnational teaching teams. Specific issues at particular sites will need to be addressed. For example, in one case study the team were unable to use Skype for communication; in another the Chinese students could not use the web fully, as sites were blocked. Related questions include:

- How well does the professional-development program recognise the varied needs of particular teams, sites and individuals?
- Does the program recognise and build on the explicit context of the team?
- How can professional learning that is collective, dynamic and anchored in the everyday work practices of transnational teaching teams be encouraged and resourced?

A framework for effective transnational teaching teams

The complex layers of institutional and cross-campus accountability in transnational education have a direct impact on teaching and learning. The framework below represents four interrelated operational processes that have critical importance to the effective operations of transnational programs.

Evidence from the interviews and the fieldwork with participating transnational teaching teams indicate that communication and negotiated practice are the catalysts for achieving a unified, cross-campus transnational teaching team. With few exceptions, most of the issues identified in the interviews were raised as a result of insufficient attention being paid to the early establishment of expectations on both sides of the transnational relationship and to the establishment of effective communication and negotiation practices. In the absence of a formal induction into their roles, faculty are forced to rely on informally conveyed as 'custom and practice' associated with curriculum development and professional practice. In the best of cases this practice results in positive outcomes; however, it is inherently high-risk. The establishment of clear communication practices and relationships based on mutual respect and trust are necessary precursors to ongoing effectiveness in transnational teaching teams.

The model in Figure 3 reflects the importance of transnational teaching teams' communication and negotiated practice and quality in teaching and learning as the enablers who ensure the development, maintenance and assurance of program quality. A shared understanding of the transnational environments in which a course is offered underpins the effective operation of transnational teaching teams. All interviewees agreed that the development of consistent communication processes would be a useful by-product of this project. Strategies to maximise the opportunity for effective communication and support the conduct of negotiated practice between partners in transnational settings are therefore recommended.

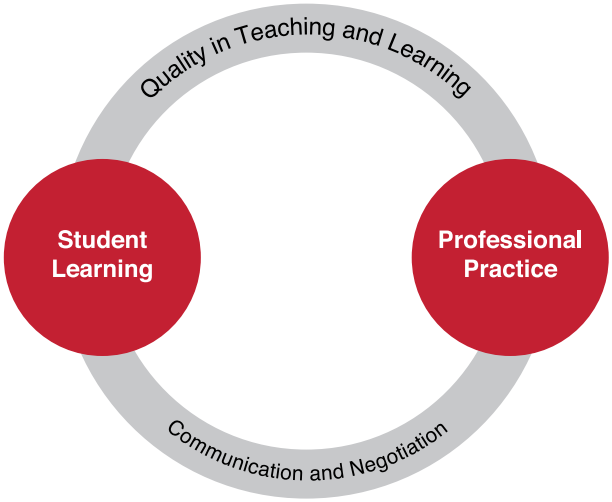


Figure 3: Functions of effective transnational teaching teams

Professional Development Toolkit

Induction

This toolbox provides a structured professional-development program for newly formed transnational teaching teams.

Participatory Action Learning

This toolbox provides a process for program/subject/course coordinators and/or academic developers to lead a transnational teaching team through a situated professional-practice development program.

Resource Toolkit

Internationalisation of the Curriculum and Inclusive Pedagogy

This toolbox is a resource for academic developers, associate deans and/or program/subject/course coordinators of transnational teaching teams who wish to lead a teaching team through a situated professional-developmental program focused on the internationalisation of the curriculum and embedding inclusive pedagogies. It also contains resources and sample materials for academics interested in these topics.

Assessment Parity

This toolbox provides resources to support academic developers, associate deans and/or program/subject/course coordinators of transnational teaching teams to calibrate assessment across sites.

International Student Collaboration and Dialogue

This toolbox provides resources to support academic developers, associate deans and/or program/subject/course coordinators or teachers involved in transnational teaching teams who wish to enhance student interaction, dialogue and collaboration across sites. It also contains video clips and written resources to help both students and academics get started in using distance-shrinking technologies such as blogs, Twitter and video-conferencing.

Intercultural Group Work

This toolbox provides resources to support academic developers, associate deans and/or program/subject/course coordinators or teachers involved in transnational teaching teams to integrate inter-cultural group work into the curriculum.

Academic Language and Literacies

This toolbox provides resources to support academic developers, associate deans and/or program/subject/course coordinators or teachers involved in transnational teaching teams to integrate academic language and literacies into the curriculum. It also contains resources for students and teachers to assist in the development of academic-language and literacy skills.

Transnational Project-based Learning

This toolbox provides resources to support academic developers, associate deans and/or program/subject/course coordinators or teachers involved in transnational teaching teams who wish to incorporate authentic transnational project-based learning with international employers into their curriculum.

Case studies

The project team developed six case studies that outline the pedagogical processes and PAL projects designed, implemented and evaluated by the participating transnational teaching teams and the project-team members. The case studies discuss aspects that worked well, the major challenges and areas for improvement, and contain links to the resources used and developed during the professional practice development. A summary of each case study is provided below.

Case study: Report of the PAL project undertaken by the transnational teaching team of BCM110 Introduction to Communication and Media Studies

BCM110 Introduction to Communication and Media Studies is a core first-year subject in Bachelor of Communication and Media Studies degree at UOW and INTI. The PAL project designed and implemented by the transnational teaching team had two key components: (1) encouraging students to interact across sites using blogs, inter-cultural group work, group presentations and peer feedback, and (2) increasing the parity in assessment across sites through co-developing a blogging-assessment rubric, a group-work presentation assessment marking guide and moderation and calibration of assessment tasks.

Students began creating their online professional identity by establishing a blog. Students from both sites were allocated to tutorial groups through a Moodle site and encouraged to comment on and respond to one another's scholarly blog posts. Students also video recorded their group presentations, uploaded these via YouTube and provided peer feedback via the blogs. Case Study – Report of the PAL project undertaken by the transnational teaching team of COMM331 Simulation of a Socially Innovative Enterprise COMM331 Simulation of a Socially Innovative Enterprise is an interdisciplinary capstone subject in the Faculty of Business at UOW and INTI. The core of the transnational subject is an online simulation. The PAL project designed and implemented by the transnational teaching team focused on: (1) increasing the parity in assessment across sites through co-developing assessment rubrics and moderating and calibrating assessment tasks; (2) Internationalising the curriculum by encouraging students to interact across sites through 'competing' in multi-disciplinary teams in the online simulation and sharing their approach to decision-making with other teams; and (3) developing strategies to encourage students to engage effectively and independently with challenging readings.

Case Study – Report of the PAL project undertaken by the transnational program team of the Bachelor of Communication and Media Studies (BCM) degree

The Bachelor of Communication and Media Studies is a degree offered in the Faculty of Law Humanities and the Arts at UOW and INTI. The PAL project designed to internationalise and embed inclusive pedagogies into the degree program consisted of the following components:

- Developing internationalised course-level learning outcomes, renewing the curriculum of the core subjects in each of the three years of the degree and incorporating more literature and knowledge perspectives from the Asia-Pacific region.
- Creating a whole-of-course interactive online space for students, staff and alumni from all sites.
- Creating audio-visual and written resources to scaffold students' learning and use of scholarly blogs in a globalised media landscape.
- Creating on-line resources to support student learning in digital media and academic literacies.

Case study – Report on the PAL project focused on international project-based learning in information technology and information systems

ISIT302 Corporate Network Management is a third-year major subject in the Bachelor of Information Technology degree at UOW and INTI. The transnational program team integrated transnational employer project-based learning into the curriculum. Teams of students from both sites worked to design solutions to a problem presented by IBM Malaysia. Academics from both sites ensured students used a common learning platform (Moodle) to collaborate in discussion forums. This learning platform was also the official collaboration tool between the teaching-team members and the students. Other tools used included Google Hangouts, emails, Facebook, Adobe Connect, Skype and Google Apps. Students from both ends did their final presentation to IBM using videoconferencing and Prezi (for presentation slides).

Case Study – Unpacking Effective Transnational Teaching Teams

This case study provides an overview of the process and activity undertaken to understand the key determinants of transnational teaching teams. Data was obtained through interviews with faculty at two campuses of an Australian university (in Australia and Vietnam). The research aims to provide a better understanding of issues affecting faculties across multiple campuses, including strengths and challenges of relationship management and the establishment of professional practices to support student learning, including academic equivalence, contextualisation and customisation.

Case Study – Developing Induction Processes for Transnational Teaching Teams

This case provides an overview of the process undertaken to develop a support mechanism for the induction of members of transnational teaching teams. Data was obtained through interviews with faculty in two campuses of an Australian university (in Australia and Vietnam). The research aims to identify challenges facing transnational teaching teams and to provide a better understanding of issues affecting faculties across multiple campuses, including relationship management; the identification of issues for pre-semester, in- semester and post-semester discussion; and the establishment of practices to support academic equivalence, contextualisation and customisation.

Literature review

The literature review is contained in Chapter 2 of this report.

Peer-reviewed journal article

Keevers, L. Lefoe, G. Leask, B. Sultan, F.K.P.D. Ganesharatnam, S. Loh, V. & Lim, J. S. Y. (2014). 'I like the people I work with. Maybe I'll get to meet them in person one day': Teaching and learning practice development with transnational teaching teams. *Journal of Education for Teaching: International research and pedagogy*. 40(3): 232-250.

Chapter 7 Critical success factors and challenges

The expansion of transnational programs by Australian universities and the associated quality-assurance issues and professional-development requirements for both home and host teaching staff has resulted in a climate of readiness among transnational teaching staff. This project has offered timely resources and processes that program coordinators and teaching-team members need when working in what is acknowledged as a complex, diverse teaching environment.

A number of challenges were effectively overcome over the course of the project. For example, the major challenge related to the OLT request to seek further partners, which led to early delays in negotiating and gaining contractual agreements, and the need to reach agreement on the project strategies across the institutions over the course of the project rather than prior to implementation. After the project started it was discovered that the partner institution needs and requirements differed; thus the design of an integrated implementation strategy to meet the teaching teams' situated professional-practice development needs in the transnational education programs needed to be negotiated and accommodated.

Factors critical to the success of the project

Five areas of engagement were critical to the successful implementation and completion of the project: project-team engagement; project leadership; advisory-group involvement; PAL participant engagement; and PAL workshop design and facilitation. The evaluator, in his report, concurred that these aspects were crucial to the success of the project. Additionally, he identified effective communication, connections and relationships and the value of having more than one partnership as critical success factors.

Project leadership

The project leaders were seen to be highly committed and involved. Their implementation of a distributed-leadership model supported a sense of ownership and engagement among all team participants. The distributed-leadership approach overcame the power differentials that can slow the development of team cohesion and agreement and led to empowering changes in power relationships as project-team and teaching-team members worked together across sites. Effective communication, connections and relationships based on respect and recognition were developed through the distributed-leadership model. Video- conferenced project-team meetings were structured as a collaborative team-building process that harnessed the diversity of the project team to benefit the project. Ensuring the opportunity for involvement in discussion within the videoconference was a focus of the meeting process. Balancing structure and flexibility in videoconference meetings supported both efficiency and free-flowing discussion.

Project-team engagement

Members of the project team from all five partner institutions demonstrated ongoing commitment to the project. The interest in, and level of discussion of, the project processes and outcomes were outstanding, as was the willingness of team members to share the load and efficiently carry out tasks. The immediacy of the project design and outcomes in meeting the emerging needs of the project-team members' institutions was perhaps motivational for project-team members.

The value of having more than one project partnership and diversity in the models of transnational education strengthened the project and enabled the identification of both commonalities and differences between models. Two international partnerships made up the implementation sites: UOW/INTI (Malaysia) and RMIT College of Business (Melbourne) and RMIT International University (Vietnam).

Experienced team members mentoring the project leaders and other team members

The project benefited greatly from the expertise of an excellent project manager.

Dr Maureen Bell is an experienced scholar in the area of internationalisation in particular and teaching and learning in higher education more generally.

Several project-team members, who were extremely experienced academics, generously mentored both the less-experienced project leaders and other team members. Professor Barry Harper's contribution was crucial to the success of the project. Associate Professor Geraldine Lefoe's experience and skill in both project leadership and academic development was of particular value to the UOW project leader and critical to the success of the project.

Specialist advisor on the project team

Professor Betty Leask, an internationally recognised leader in the internationalisation of higher education, made a significant contribution to the success of the project. Her expertise provided ongoing review and feedback on ideas, scholarly and practical input, and constant encouragement.

Engaged, expert external evaluator

Professor Mark Tennant was an engaged, dedicated, participatory evaluator whose insight, depth of knowledge and humour added a crucial dimension to the project and the project team. Rather than evaluating the project from the outside, Mark was actively involved, generously providing formative feedback and contributing ideas to improve the project's implementation and outcomes.

Advisory-group involvement

The project was fortunate to have some experts in the advisory group who were willing to dedicate extensive time and energy to supporting the project. Some committee members travelled from as far as South Australia and Queensland to peer-review curriculum resources. The committee reviewed materials in a second round and were willing to provide insights and advice on request throughout the project.

The transnational teaching teams and the PAL approach

The intensive engagement of the subject/course coordinators and the teaching-team members in designing, exploring and developing materials, processes and practices to meet their own situated curriculum and professional development needs was key to the success of the project.

The willingness of subject coordinators to devolve their own leadership to team members in the partner institution and to sessional team members through the distributed-leadership model ensured that the PAL teams developed a collegial environment for mutual support. Through the PAL process, the subject coordinators acknowledged the importance and valued the role of all teaching-team members across the sites. These team members took on responsibilities along with a sense of equality within the distributed-leadership environment. Recognising and resourcing the participation of sessional team members underpinned the PAL teaching-team approach.

The efficient design and effective facilitation of ongoing process workshops by the project- team facilitators, in which teams were resourced and supported to enact their PAL projects, was critical. The approach enabled the academics teaching in the participating subjects, courses and programs to develop a sense of belonging to a transnational teaching team.

Challenges

The project team experienced several challenges in implementing this project. For instance, the situated, context-specific resources developed as part of the professional practice development with transnational teaching teams needed to be adapted to ensure their usefulness for other transnational programs in the higher education sector. The expansion of the project team to include additional Australian based and International partners required the design of an integrated implementation strategy across the sites. Relatedly, the distributed character of the project demanded ongoing engagement, dialogue and coordination across multiple time zones and sites. Sometimes the communication technologies used to facilitate interaction and dialogue between academics, project team members and students across sites were not always effective and reliable. These factors multiplied the complexity and the time demands on the project team members facilitating the participating learning processed with transnational teaching teams. These challenges are briefly discussed in the following section.

Balancing situated professional practice with materials for the sector

The project was designed to both implement situated professional practice development and induction in the project institutions and to design and produce materials for the sector. The development of a research-based project integrating a number of PAL teams producing tools and instruments applicable across a range of sites and transnational education models was considered a challenge; yet it became a strength of the project. Balancing situated professional-practice development with the production of materials for the sector was an efficient model, and led to grounded resources.

Managing additional project partners

The need for additional Australian and international partners rendered project management more difficult and required the design of an integrated implementation strategy across the project as a whole that also met the situated professional-practice development needs of the teaching teams. The inclusion of these additional partners was also beneficial to the project and enhanced the project outcomes.

The distributed character of the project team, advisory group and participating teaching teams

The project was distributed across three Australian states and three countries. The complexities of managing, facilitating and undertaking a project that demanded ongoing engagement and dialogue across multiple time zones and sites presented an ongoing challenge for the project. However, the diversity of the teams involved in the project and in the contexts in which they are situated enriched the project and the relationships that developed.

Time demands on facilitator of PAL teams

For the teaching teams to successfully design and implement PAL projects required effective facilitated processes and ongoing support. This was particularly demanding on the time of the project leader and project-team members who acted as facilitators.

Distance-shrinking technologies

Technologies and support are needed for effective cross-institutional interactions among students and academics in transnational education. Videoconferencing and other communication technologies did not always work effectively and were sometimes unreliable; thus flexibility and patience were required for transnational communication. The complexities of facilitating videoconference meetings across multiple time zones and sites presented an ongoing challenge for the project; however, the advantages of the technology outweighed any communication challenges due to technological issues.

References

Altbach, P., Reisberg, L., & Rumbley, L. (2009). *Trends in global higher education: tracking an academic revolution*. Paris: UNESCO.

AUQA (2009). Good Practice Principles for English Language Proficiency for International Students in Australian Universities.Canberra: DEEWR

Australian Education International (AEI). (2006). Outcomes of Universities Transnational Education Good Practice Projects. Canberra: International Education Association of Australia (IEAA) and Department of Education, Science and Training (DEST).

Bodycott, P., & Walker, A. (2000). Teaching abroad: Lessons learnt about inter-cultural understanding in high education. *Teaching in Higher Education*, 5(1), 79-86.

Boud, D. & Brew, A. 2013. Reconceptualising Academic Work as Professional Practice: Implications for Academic Development. *International Journal for Academic Development,* 18(3): 208-221.

Brew, A. (2010). Transforming academic practice through scholarship. *International Journal of Academic Development*, 15(2), 105-116.

Brew, A., & Boud, D. (1996). Preparing for new academic roles: an holistic approach to development. *International Journal for Academic Development*, 1(2), 17-25.

Burnapp, D., & Zhao, W. (2009). Voices from the chat rooms: Research into the experiences of Chinese students participating in transnational education programs as reported on internet social networks. *Enhancing the Learner Experience in Higher Education*, 1(1), 30-43.

Burns, D. (2007) *Systemic Action Research*. Bristol: Policy Press.

Chapman, A., & Pyvis, D. (2006). Dilemmas in the formation of student identity in offshore higher education: A case study in Hong Kong. *Educational Review*, 58, 291-302.

Chen, P. Y. (2014). Quality management for universities' transnational education in Taiwan: An ISO 9004-based evaluation approach. *Journal of Educational Policy,* 11(1), 95-118.

Coleman, D. (2003). Quality Assurance in Transnational Education. *Journal of Studies in International Education*, 7(4), 354-378.

Connelly, S., Gaton, S., & Olsen, A. (2006). Models and types: Guidelines for good practice in transnational education. London: Observatory on Borderless Higher Education.

Crosling, G. (2011). Defining Identity, Engaging Teachers and Engaging Students: 'Education Strengths' in a Foreign Branch Campus. In L. Thomas & M. Tight (Eds.), *Institutional Transformation to Engage a Diverse Student Body (International Perspectives on Higher Education Research), Emerald Group Publishing Limited*, 245 - 252 (Vol. 6).

Debowski, S. (2005). Across the divide: Teaching a transnational MBA in a second language. *Higher Education Research and Development*, 24(3), 265-280.

Denson, N., Loveday, T., & Dalton, H. (2010). Student evaluation of courses: What predicts satisfaction? *Higher Education Research and Development*, 29(4), 339-356.

Dest, D. (2005). A National Quality Strategy for Australian Transnational Education and Training: A Discussion Paper. Canberra: Commonwealth of Australia.

Djerasimovic, S. (2014). Examining the discourses of cross-cultural communication in transnational higher education: From imposition to transformation. *Journal of Education for Teaching: International Research and Pedagogy*, 40(3), 204-216.

Dobos, K. (2011). "Serving two masters": Academics' perspectives on working at an offshore campus in Malaysia. *Educational Review*, 63(1), 19-35.

Dunn, L., & Wallace, M. (2004). Australian academics teaching in Singapore: Striving for cultural empathy. *Innovations in Education and Teaching International*, 41(3), 291-304.

Dunn, L., & Wallace, M. (2006a). Australian academics and transnational teaching: An exploratory study of their preparedness and experiences. *Higher Education Research and Development*, 25(4), 357-369.

Dunn, L., & Wallace, M. (2006b). *Promoting communities of practice in transnational higher education*. Paper presented at the Breaking Down Boundaries: International experience in open, distance and flexible learning, Bathurst.

Dunn, L., & Wallace, M. (Eds.). (2008). *Teaching in Transnational Higher Education: Enhancing Learning for Offshore International Students*. New York: Routledge.

Edwards, R., Crosling, G., & Lim, N.C. (2014). Organizational structures for international universities: Implications for campus autonomy, academic freedom, collegiality, and conflict. *Journal of Studies in International Education*, 18(2), 180-194.

Feast, V., & Bretag, T. (2005). Responding to crises in transnational education: New challenges for higher education. *Higher Education Research and Development*, 24(1).

Fuller-Rowell, T. (2009). Multi-site action research: Conceptualizing a variety of multiorganization practice. *Action Research,* 7(4), 363–384.

Greenwood, J., Alam, S., & Kabir, A. H. (2014). Educational change and international trade in teacher development: Achieving local goals within/ despite a transnational context. *Journal of Studies in International Education*, 18(4), 345–361.

Gribble, K., & Ziguras, C. (2003). Learning to teach offshore: Pre-departure training for lecturers in transnational programs. *Higher Education: Research & Development*, 27(2), 206-216.

Hager, P., Lee, A., and Reich, A. (2012). *Practice, Learning and Change: Practice-theory Perspectives on Professional Learning*. Dordrecht: Springer.

Hall van den Elson, C. and Sholtz, C. (2013). *A tale of two cities: A model for effective transnational teaching teams*. Paper presented at the ICERI conference, Seville, November.

Hamza, A. (2010). International experience: An opportunity for professional development in higher education. *Journal of Studies in International Education*, 14(1), 50-69.

Heffernan, T., & Poole, D. (2004). “Catch me I’m falling”: Key factors in the deterioration of offshore education partnerships. *Journal of Higher Education Policy and Management*, 26, 75-90.
Hesse-Biber, S. (2007). “Putting it Together: Feminist Research Praxis”. In S. Hesse-Biber and P. Leavy (Eds.), *Feminist Research Practice*, 329-349. London: Sage.
Hicks, M., & Jarrett, K. (2008). Providing Instruction, orientation and professional development for all staff involved in transnational teaching. In L. Dunn & M. Wallace (Eds.), *Teaching in transnational Higher Education: Enhancing learning for offshore international students*, 238-248. New York: Routledge.
Hoare, L. (2013). Swimming in the deep end: transnational teaching as culture learning? *Higher Education Research & Development*, 32(4), 561-574.
Holt, D. (2011) *Distributed Leadership in Support of Quality Management of Online Learning Environments (OLEs)*. Occasional Paper, Sydney: ALTC.
IEAA. (2008). Good Practice in offshore delivery: A guide for Australian providers. Victoria: International Education Association of Australia.
Issacs, W. (1999). *Dialogue the Art of Thinking Together*. New York: Broadway Business.
Kalantzis, M., & Cope, B. (2000). Towards an inclusive and international higher education. In R. King & B. Hemmings (Eds.), *University and Diversity: Changing perspectives, policies and practices in Australia*. Wagga Wagga: Keon Publications.
Keay, J., May, H., & O’Mahony, J. (2014). Improving learning and teaching in transnational education: Can communities of practice help? *Journal of Education for Teaching: International research and pedagogy*, 40(3), 251-266.
Keevers, L., Lefoe, G., Leask, B., Dawood Sultan, F. K. P., Ganesharatnam, S., Loh, V., & See Yin Lim, J. (2014). ‘I like the people I work with. Maybe I’ll get to meet them in person one day’: Teaching and learning practice development with transnational teaching teams. *Journal of Education for Teaching*, 40(3), 232-250.
Keevers, L., Bell, M. & Lefoe, G. (2014). Situated professional development for transnational teaching teams. *Higher Education Research and Development Society of Australasia (HERDSA) Conference*, Hong Kong, July 2014.
Kemmis, S. (2009). Action research as a practice-based practice. *Educational Action Research*, 17(3), 463-474.
Kemmis, S., & McTaggart, R. (2001). Participatory Action Research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of Qualitative Research* (Second ed.), 567-605. Thousand Oaks: Sage.
Kindon, S., Pain, R., & Kesby, M. (Eds.) (2007). *Participatory Action Research Approaches and Methods: Connecting People, Participation and Place.* Oxon: Routledge.
Knight, P., Tait, J., & Yorke, M. (2006). The professional learning of teachers in higher education. *Studies in Higher Education*, 31(3), 319-339.
Leask, B. (2004). *Transnational Education and Intercultural Learning: Reconstructing the Offshore Teaching Team to Enhance Internationalisation*. Paper presented at the Australian Universities Quality Forum.
Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13(2), 205- 221.
Leask, B. (2010). *Questionnaire on Internationalisation of the Curriculum*. Retrieved 6/7/2013 from http://www.ioc.net.au/main/course/view.php?id=2.
Leask, B., Hicks, M., Kohler, M., & King, B. (2005). *A Professional Development Framework for Academic Staff Teaching Australian Programs Offshore*. Adelaide: University of South Australia.
Lefoe, G., McKenzie, J., Malfroy, J., & Ryan, Y. (2009). Subject coordinators: Leading professional development for sessional staff. Retrieved 23/3/2014 from http://www.altc.edu.au/project-subject-coordinators-leading-professional- development-uow-2009
Lim, F. C. B. (2010). Do too many rights make a wrong? A qualitative study of the experiences of a sample of Malaysian and Singapore private higher education providers in transnational quality assurance. *Quality in Higher Education Special Issue: Fifteen Years of Quality in Higher Education: Part Two*, 16(3), 211-222.
Ling, P. (2011). *Learning without Borders Project: Opinion Survey Questions*, Melbourne: Swinbourne University of Technology.
Mahmud, S., & Sanderson, G. (2011). Moderation for Fair Assessment in Transnational Learning and Teaching: Final report. Sydney: Australian Learning and Teaching Council.
Marginson, S., & McBurnie, G. (2004). Cross-border post-secondary education in the Asia- Pacific region. *Internationalisation and Trade in Higher Education: Opportunities and Challenges*. Paris: OECD.
McBurnie, G., & Ziguras, C. (2007). *Transnational Education: Issues and Trends in Offshore Higher Education*. MIlton Park, Oxon: Routledge.
Melano, A., Bell, M., & Walker, R. (2014). *Transnational Teaching and Learning*. Milperra: HERDSA.
Miliszewska, I., & Sztendur, E. (2010) *Australian TNE programmes in Southeast Asia: The Student Perspective*. London: The Observatory on Borderless Higher Education.
Nehring, J., Laboy, W., and Catarius, L. (2010). Connecting Reflective Practice, Dialogic Protocols and Professional Learning. *Professional Development in Education*, 36(3): 399-420.
Nicolini, D. (2013). *Practice Theory, Work & Organization: An Introduction*. Oxford: Oxford University Press.
O’Donaghue, T., Chapman, A., Pyvis, D., Aspland, T., & Melville, I. (2010). Enhancing frameworks for assuring the quality of learning and teaching in university offshore education programs. Sydney: Australian Learning and Teaching Council.
O’Mahony, J. (2014). *Enhancing student learning and teacher development in transnational education*. The Higher Education Academy. Retreived 26/6/2014 from https://www.heacademy.ac.uk/enhancing-student-learning-and-teacher- development-transnational-education.
Olcott, D. J. (2009). Global connections to global partnerships: Navigating the changing landscape of internationalism and cross-border higher education. *Journal of Continuing Higher Education*, 57(1), 1-9.

Owen, J.(2006). *Program evaluation: Forms and approaches*. Crows Nest: Allen & Unwin. Pyvis, D. (2011). The need for context-sensitive measures of educational quality in transnational education. *Teaching in Higher Education*, 16(6), 733-744.
Pyvis, D., Chapman, A., O'Donoghue, T., Aspland, T., & Cacciattolo, M. (2011). Applying quality principles to Australian university transnational teaching and learning. Retrieved 7/2/2013 from http://www.olt.gov.au/project-applying-quality-principles- australian-university-transnational-teaching-and-learning-2011.
Reason, P. and Bradbury, H. (Eds.) (2006). *Handbook of Action Research: Concise Paperback Edition*. London: Sage.
RMIT. Transnational Teaching Quick Guides, retrieved 27/7/2012 from https://www.dlsweb.rmit.edu.au/bus/public/transnational/index.html.
Sanderson, G. (2011). Internationalisation and teaching in higher education. *Higher Education Research and Development*, 30(5), 661-676.
Sanderson, G., & Mahmud, S. (2011). *Moderation for fair assessment in transnational learning and teaching: Final report.* Sydney: Australian Learning and Teaching Council.
Schatzki, T. (2002). *The Site of the Social: A Philosophical Account of Social Life and Change*. University Park, PA:Penn State University Press.
Seah, W. T., & Edwards, J. (2006). Flying in, flying out: Offshore teaching in higher education. *Australian Journal of Education*, 50, 297-311.
Shams, F., & Huisman, J. (2012). Managing offshore branch campuses: An analytical framework for institutional strategies. *Journal of Studies in International Education*, 16(2), 106-127.
Shanahan, P., & McParlane, J. (2005). Serendipity or strategy? An investigation into entrepreneurial transnational higher education and risk management. *On the Horizon*, 13, 220-228.
Shotter, J. (2012). Knowledge in Transition: The Role of Prospective, Descriptive Concepts in a Practice-situated, Hermeneutical-phronetic Social Science. *Management Learning*, 43(3), 245-260.
Sidhu, R. (2009). The "brand name" research university goes global. *Higher Education*, 57(125-140).
Smith, K. (2009). Transnational Teaching Experiences: An Under-explored Territory for Transformative Professional Development. *International Journal for Academic Development*, 14 (2): 111-122.
Smith, K. (2010). Assuring quality in transnational higher education: A matter of collaboration or control? *Studies in Higher Education*, 35(7), 793-806.
Smith, K. (2012). Exploring flying faculty teaching experiences: Motivations, challenges and opportunities. [doi: 10.1080/03075079.2011.646259]. *Studies in Higher Education*, 1-18. doi: 10.1080/03075079.2011.646259.
Smith, L. (2009). Sinking in the sand? Academic work in an offshore campus of an Australian university. *Higher Education Research & Development*, 28(5), 467-479.
Soontiens, W., & Pedigo, K. (2013). Transnational education: An australian approach to assuring quality and engaging offshore staff. *Business Education & Accreditation*, 5(2), 41-54.
Stella, A., & Bhushan, S. (Eds.). (2011). *Quality Assurance of Transnational Higher Education: The Experiences of Australia and India*: Australian Universities Quality Agency & the National University of Education Planning and Administration.
Teddlie, C., and Tashakkori, A. (2009). *Foundations of Mixed Method Research*. Thousand Oaks: Sage
Teekens, H. (2003). The requirement to develop specific skills for teaching in an intercultural setting. *Journal of Studies in International Education*, 7, 108-119.
The Higher Education Academy. (2014). Transnational and multimodal teaching. Retrieved 21/3/2014 from http://www.heacademy.ac.uk/resources/detail/internationalisation/ISL_Transnational_Teaching.
Tertiary Education Quality and Standards Agency (2013). *Information Paper: TEQSA's approach to regulating the offshore provision of regulated HE awards*, TEQSA, Australian Government, Camberra.
UNESCO/CEPES (2000). *Code of Good Practice in the Provision of Transnational Education*. Bucharest: UNESCO-CEPES.
Vinen, D. G., & Selvarajah, C. (2008). A framework for sustainability of an offshore education program: A systems-based approach. *Journal of International Business and Economics*, 8(2), 160-169.
Waterval, D. G. J., Frambach, J. M., Driessen, E. W., & Scherpbier, A. J. J. A. (2014). Copy but not paste: A literature review of crossborder curriculum partnerships. *Journal of Studies in International Education. DOI: 10.1177/1028315314533608.*
Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Boston: Harvard Business School Press.
Wilkins, S., Balakrishnan, M. S. and Huisman, J. (2012). Student satisfaction and student perceptions of quality at international branch campuses in the United Arab Emirates. *Journal of Higher Education Policy and Management*, 34(5), 543-556.
Woodfield, S., & Middlehurst, R. (2009). *Universities and International Higher Education Partnerships: Making a Difference*. Centre for Policy Change Kingston University and CHEMS. Retrieved 4/5/2014 from: http://eprints.kingston.ac.uk/19777/1/Woodfield_et_al.2009- Universities_and_International_Higher_Education_Partnerships_Making_a_Difference.pdf.
Ziguras, C. (2007). Good Practice in Transnational Education: A Guide for New Zealand Providers. Education New Zealand Trust.
Zuber-Skerritt, O. (1996) *Action research for change and development*. Aldershot: Avebury.
Zwanikken, P., Peterhans, B., Dardis, L., & Scherpbier, A. (2013). Quality assurance in transnational higher education: A case study of the tropEd network. *BMC Medical Education*, 13(43), (n.p.). Retrieved 5/7/2014 from http://www.biomedcentral.com/1472-6920/13/43.

APPENDICES

Appendix 1
Research Instruments

- Transnational teaching team members survey
- Stakeholder Interview Schedule
- Observation of teaching and learning practices template
- Transnational teaching teams project: Student survey

Appendix 2
Evaluation Instruments

Appendix 3
External Evaluator Report

Survey of transnational teaching team members[1]

This survey is part of a study conducted by researchers at the University of Wollongong, INTI International University and Colleges, Malaysia, the Royal Melbourne Institute of Technology and RMIT International University, Vietnam and La Trobe University, Victoria. The survey seeks your feedback on your experiences working in transnational education programs. The results will be used to inform the design and development of resources, practices and professional development to assist staff involved in teaching transnational programs. Thank you for taking the time to complete the survey[2].

Section 1: Demographic information

1. Gender:

   ☐ Male

   ☐ Female

2. Age:

   ☐ 20-29

   ☐ 30-39

   ☐ 40-49

   ☐ 50-59

   ☐ 60+

3. At which University/College are you employed?

   ☐ INTI International College, Subang

   ☐ INTI International College, Penang

   ☐ University of Wollongong, Australia

   ☐ RMIT University, Vietnam campuses

   ☐ RMIT University, Melbourne campus

4. What is the form of your appointment?

   ☐ Sessional /casual contract

   ☐ Fulltime contract

   ☐ Limited term contract of less than one year

   ☐ Limited term contract of at least one year (part-time)

[1] This survey was constructed using the following references: Ling et al, 2011; Leask, 2010; Mahmud & Sanderson, 2011

☐ Limited term contract of at least one year (full-time)

☐Part-time continuing position

☐Full-time continuing position

5. Number of sessions I have been teaching in UOW/INTI or RMIT/ RMIT Vietnam programs.

☐1 ☐2 ☐3 ☐ 4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12+

6. Years of teaching experience in general

☐0-2 ☐2-5 ☐5-10 ☐ 10-20 ☐20+

7. Years of teaching experience in International degree programs (eg. Aust, UK, Hong Kong etc)

☐0-2 ☐2-5 ☐5-10 ☐ 10-20 ☐20+

8. Highest academic qualification attained:

☐Doctorate

☐Masters Degree

☐Honours Degree

☐Graduate Diploma/Certificate

☐Bachelor Degree

9. Do you have a teaching qualification?

☐Yes Name of qualification:_____

☐No

10. In relation to my academic role my interests are …

☐Primarily in research

☐Primarily in teaching

☐In both teaching and research, but leaning towards teaching

☐ In both teaching and research, but leaning towards research

☐ Primarily in leadership and administration

Section 2: Teaching in transnational education programs

11. Have you had experience in living or working outside your home country?

☐ Yes

☐ No

12. Have you ever worked with staff at campuses that are not in the same country as yours?

☐ Yes

☐ No

13. Briefly outline any transnational education in which you have been involved.

_____

_____

_____

14. What are/were your role (s) in the program(s)? (you may indicate more than one role)

☐ Lecturer

☐ Tutor

☐ Subject/Unit Coordinator

☐ Course/program coordinator

☐ Research degree coordinator

☐ Higher degree supervisor

☐ Assessment moderator

☐ Curriculum designer

☐ Quality assuror

☐ Other, please specify_____

For each statement below, please indicate the extent of your agreement or disagreement by placing a mark in the appropriate box.

15. The policies and procedures governing my transnational teaching in work well.

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

16. The quality of the teaching, learning and assessment resources I receive is satisfactory

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

17. I have the opportunity to give feedback to the subject coordinator and/or teaching team members on the subject design and delivery

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

18. The feedback given to me is timely and satisfactory

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

19. The moderation of assessment processes is satisfactory

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

20. I have the opportunity to respond to the moderation of assessment processes

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

21. Quality assurance processes are satisfactory

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

22. My workload allocation in relation to my role in transnational education is fair.

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

24. I find that I am engaged by students over and above the hours I am paid.

❒Strongly agree ❒Agree ❒Somewhat agree ❒Somewhat disagree ❒Disagree ❒Strongly disagree

25. If you could change one thing about the transnational education program in which you are involved what would it be?

Section 3: Communication, relationships, recognition

26. I would describe the culture of our transnational teaching team as collaborative and collegial.

☐Strongly agree ☐Agree ☐Somewhat agree ☐Somewhat disagree ☐Disagree ☐Strongly disagree

27. The quality of communication with transnational partner institution staff in relation to teaching, learning and assessment is satisfactory.

☐Strongly agree ☐Agree ☐Somewhat agree ☐Somewhat disagree ☐Disagree ☐Strongly disagree

28. What percentage of your communication with partner university staff regarding teaching, learning and/or assessment occurs using each medium:

Face-to-face	0%	10	20	30	40	50	60	70	80	90	100%
Email	0%	10	20	30	40	50	60	70	80	90	100%
Telephone	0%	10	20	30	40	50	60	70	80	90	100%
Video-conf.	0%	10	20	30	40	50	60	70	80	90	100%
Skype	0%	10	20	30	40	50	60	70	80	90	100%

Other, please specify_____

0% 10 20 30 40 50 60 70 80 90 100%

29. On average, how often do you communicate with teaching staff in the partner institution?:

☐ Weekly

☐ Fortnightly

☐ Monthly

☐ A couple of times in the session

☐ Once during the session

☐ Not at all

30. In my transnational teaching team all members are treated with respect

☐Strongly agree ☐Agree ☐Somewhat agree ☐Somewhat disagree ☐Disagree ☐Strongly disagree

31. I feel recognised and valued for my contributions to transnational programs.

☐Strongly agree ☐Agree ☐Somewhat agree ☐Somewhat disagree ☐Disagree ☐Strongly disagree

Section 4: Internationalisation of the curriculum

In this section of the survey you are asked to locate different aspects of your subject(s) on a continuum, using the descriptors provided as a guide. If you think that your subject(s) best fit somewhere between two numbers indicate that on the scale.

32. According to the definition of internationalisation of the curriculum in the box below, which of the following statements best describes the extent of internationalisation in the subjects that you teach and/or are responsible?

Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study

1. The subjects I teach and/or am responsible for have only limited scope for internationalisation of the curriculum.
2. The subjects I teach and/or am responsible for are currently internationalised to a limited extent, but I can see scope for further internationalisation.
3. The subjects I teach and/or am responsible for are currently internationalised to a significant degree, but I can still see scope for further internationalisation.
4. The subjects I teach and/or are responsible for are already internationalised to a high degree and I can see only limited scope for further internationalisation.

---

1 2 3 4

33. In the subject(s) in which you teach and/or are responsible, how clearly articulated are any international/intercultural learning outcomes?

1. No subject specific international/intercultural learning outcomes are articulated.
2. There are some desirable and intended international/intercultural earning outcomes but they are not explicitly described in the subject outline.
3. The subject has clearly articulated learning outcomes related to the development of international/intercultural perspectives and these are communicated to students and staff
4. The subject has clearly articulated learning outcomes related to the development of international/intercultural perspectives within the context of the discipline and these are systematically developed and assessed.

---

1 2 3 4

34. In the subject(s) in which you teach and/or are responsible, to what extent are assessment tasks culturally inclusive?

1. Patterns of assessment task completions and results are never analysed for signs of any difficulties for particular groups of students.
2. Patterns of assessment task completions and results are rarely analysed for signs of any difficulties for particular groups of students.

3. Patterns of assessment task completions and results are sometimes analysed for signs of any difficulties for particular groups of students.
4. Patterns of assessment task completions and results are systematically analysed for signs of any difficulties for particular groups of students.

_____

1 2 3 4

35. In the subject(s) in which you teach and/or are responsible, to what extent are the teaching team expected to understand the international context of the discipline and related professions

1. Teaching staff are not encouraged or required to have a good understanding of the discipline and related professions internationally.
2. Some teaching staff are encouraged to have a good understanding of the discipline and related professions internationally.
3. Some teaching staff are required to have a good understanding of the discipline and related professions internationally.
4. All teaching staff are encouraged and required to continually develop their understanding of the discipline and related professions internationally.

_____

1 2 3 4

Section 5: Professional Development

36. For which of the following areas do your faculty and/or university offer structured professional development (workshops, seminars, one-on-one sessions, mentoring etc) related to your transnational work? Please choose as many as are applicable).

- ☐ Induction to role
- ☐ Teaching transnational education students
- ☐ Inter-cultural communication
- ☐ Knowledge of the partner institution's cultural context
- ☐ Moderation of assessment
- ☐ Quality assurance
- ☐ Managing your transnational education workload
- ☐ Internationalising the curriculum
- ☐ Other, please specify_____

37. Which of the following areas/topics would you find most useful as the focus of professional development? (Please choose as many as are applicable).

- ☐ Induction to role
- ☐ Teaching transnational education students

- ☐ Inter-cultural communication
- ☐ Knowledge of the partner institution's cultural context
- ☐ Moderation of assessment
- ☐ Quality assurance
- ☐ Managing your transnational education workload
- ☐ Internationalising the curriculum
- ☐ Other, please specify_____

38. The professional development I receive in relation to transnational teaching is useful and appropriate.

☐Strongly agree ☐Agree ☐Somewhat agree ☐Somewhat disagree ☐Disagree ☐Strongly disagree

39. I feel confident working with staff who are from cultures other than my own

☐Strongly agree ☐Agree ☐Somewhat agree ☐Somewhat disagree ☐Disagree ☐Strongly disagree

40. I feel confident working with students who are from cultures other than my own

☐Strongly agree ☐Agree ☐Somewhat agree ☐Somewhat disagree ☐Disagree ☐Strongly disagree

41. Of the following types of transnational education professional development, which have you experienced (You can choose more than one type)?

- ☐Supervisor guidance
- ☐Peer mentoring
- ☐Face-to face workshop
- ☐Structured programme
- ☐Printed guides and information
- ☐Online
- ☐Conferences
- ☐Other, please specify_____

42. Of the following types of transnational education professional development, which do you think you would find most helpful (You can choose more than one type)?

- ☐Supervisor guidance
- ☐Peer mentoring
- ☐Face-to face workshop
- ☐Structured programme

- ☐ Printed guides and information
- ☐ Online courses
- ☐ Conferences
- ☐ Other, please specify_____
- ☐ None of the above, I don't need any professional development in relation to transnational education

Stakeholder Interview Schedule and rationale

Transnational teaching teams: professional development for quality enhancement of learning and teaching

Working on academic programs that span campuses in different countries, requires consideration of perceptions of stakeholders, at both locations and indeed organisationally, on operational processes related to continuous improvement. In this project it is proposed that following the identification of the key stakeholders from both locations, their perspectives on managing transnational teaching teams would be sought, using an interview schedule.

Participants: Key informants (stakeholders) will be identified by preparing a list of potential interviewees from both campuses.

Interview schedule: The interview was considered the appropriate approach by which to engage with the key informants. The semi-structured depth interviews were based on elements from the recent literature in order to explore the research questions and are provided in Table 1, indicating the issues, the questions and the rationale in each case.

Table1: Interview Schedule

Issue	Question	Rationale
Identification of stakeholders in the context of the study: ***Transnational teaching teams: professional development for quality enhancement of learning and teaching***	If stakeholders are "...any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman, 1984, p. 46), who are the key stakeholders (internal/external)	The identification of stakeholders is an essential first step from which questions and probing related to the research questions can be posed.
Course co-ordinators	Is the course that you co-ordinate taught at other campuses/sites offshore? (if no-end interview) How many people are responsible for co-delivering this course across all locations? Define whole 'team'	Establish relevance Melano et al 2011:3; on definition of co-teachers
	How do you 'reach' these people to communicate about different aspects of the course? Describe	Keevers et al, 2011; on definition of transnational subject leaders
	What challenges do you face as a transnational course co-ordinator? (prompts-cultural expectations; power relations; quality standards…) Discuss	Hicks and Jarrett, 2008; AUQA, 2009; on challenges identified.
	Are guidelines provided to you on this aspect of your role? Explain	Connelly et al, 2006, on need for PD; Hicks and Jarrett, 2008 and Leask, 2009, on gap in literature.
	Tell us about different ways you include people teaching this course, in decisions about the course?	Lee, Poch, Shaw and Williams, 2012 on 'inclusive practices'.

Lecturers/tutors	Is the course that you teach taught at other campuses/sites offshore? (if no-end interview) How many people are responsible for co-delivering this course across all locations? Define whole 'team'	Establish relevance Melano et al 2011:3; on definition of co-teachers
	How do you communicate with these people about different aspects of the course? Describe	Keevers et al, 2011; on definition of transnational subject leaders
	What challenges do you face as a transnational lecturer? (prompts-cultural expectations; power relations; quality standards…) Discuss	Hicks and Jarrett, 2008; AUQA, 2009; on challenges identified.
	Are guidelines provided to you on this aspect of your role? Explain	Connelly et al, 2006, on need for PD; Hicks and Jarrett, 2008 and Leask, 2009, on gap in literature.
	Tell us about different ways you are included in communications about this course, and in decisions about the course?	Lee, Poch, Shaw and Williams, 2012 on 'inclusive practices'.
Program Managers	Are there courses that your co-ordinators manage at other campuses/sites offshore? (if no-end interview) How many people in the Program you manage, are responsible for co-delivering this course across all locations?	Establish 'team' Melano et al 2011:3; on definition of co-teachers
	How do you influence the way they manage their teaching teams and 'reach' these people to communicate about different aspects of the courses? Describe	Keevers et al, 2011; on definition of transnational subject leaders
	What challenges do you face as a transnational Program Manager? (prompts-cultural expectations; power relations; quality standards…) Discuss	Hicks and Jarrett, 2008; AUQA , 2009; on challenges identified.
	Are guidelines provided to you on this aspect of your role? Explain	Connelly et al, 2006, on need for PD; Hicks and Jarrett, 2008 and Leask, 2009, on gap in literature.
	Tell us about different ways you include people teaching in your Program, in decisions about the Program and the courses?	Lee, Poch, Shaw and Williams, 2012 on 'inclusive practices'.
Heads of Schools	Are there courses that your co-ordinators manage at other campuses/sites offshore? (if no-end interview) How many people in the Programs offered by your School, are responsible for co-delivering this course across all locations?	Establish 'team' Melano et al 2011:3; on definition of co-teachers
	How do you influence the way teaching teams are managed and how academic staff 'reach' these people to communicate about different aspects of the courses? Describe	Keevers et al, 2011; on definition of transnational subject leaders
	What challenges do you face as a Head of School offering transnational programs? (prompts-cultural expectations; power relations; quality standards…) Discuss	Hicks and Jarrett, 2008; AUQA, 2009; on challenges identified.

	Are guidelines provided to you on this aspect of your role? Explain	Connelly et al, 2006, on need for PD; Hicks and Jarrett, 2008 and Leask, 2009, on gap in literature.
	Tell us about different ways you include people teaching in your Programs from all locations, in decisions about the Program and the courses?	Lee, Poch, Shaw and Williams, 2012 on 'inclusive practices'.

References:

Clulow, V. Futures dilemmas for marketers: can stakeholder analysis add value? *European Journal of Marketing,* 2005 Volume: 39 Issue: 9/10 pp 978 – 997.

Connelly, S., Garron, J. & Olsen, A. (2006) *Models and Types: Guidelines for Good practice in Transnational Education*, London: The Observatory on Borderless Higher Education.

Hicks, M., & Jarrett, K. (2008) 'Providing Instruction, orientation and professional development for all staff involved in transnational teaching'. In L. Dunn & M. Wallace (Eds.), *Teaching in transnational Higher Education: Enhancing learning for offshore international students (pp. 238-248). New York: Routledge.*

Keevers, L., Harper, B., Lefoe, G. & Dawood Sultan, F. (2011) Investigating teaching and learning professional development with co-teachers in transnational education, Wollongong: UOW.

Leask, B. (2009). 'Using formal and informal curricula to improve interactions between home and international students'. *Journal of Studies in International Education, 13(2),* 205-221.

Lee, A., Poch, R., Shaw, M., and Williams, R. (2012). Engaging diversity in undergraduate classrooms: a pedagogy for developing intercultural competence. Jossey-Bass, New York.

Melano, A., Bell, M., & Walker, R. (2011) *Transnational Teaching at UOW*. Wollongong: UOW.

Observation of teaching practice TEMPLATES [3]

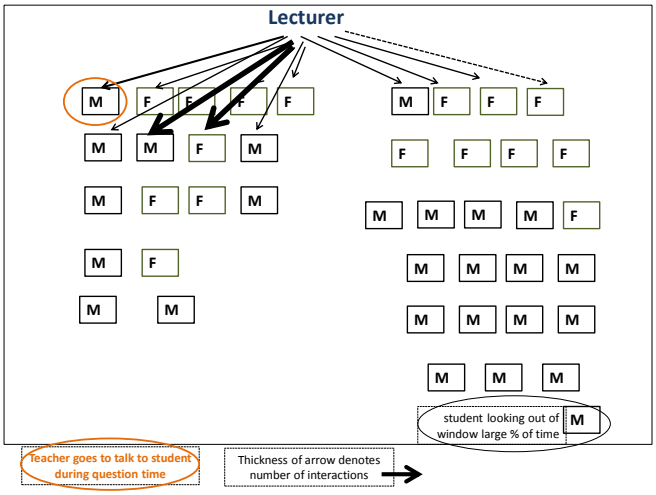
Template 1: *Notes on classroom observation.* Observation of teaching practice is recorded by free-form notes. *Free notes are a comprehensive, sequential record of the teaching and learning activities.*

Template 2: *Classroom interaction map.* Sketch a record of student/student and teacher/student interaction according to the layout and classroom activity. See the examples below. Begin with an A4 sheet and sketch the furniture arrangement. Indicate any group activities, student movement, teacher/student interaction.

Template 3: *Summary of classroom observation.* Information from templates 1 and 2 is then synthesised and transferred to the Template 3: *Summary of classroom observation.* This template offers a guide to the key issues that are amenable to observation within the teaching and learning environment.

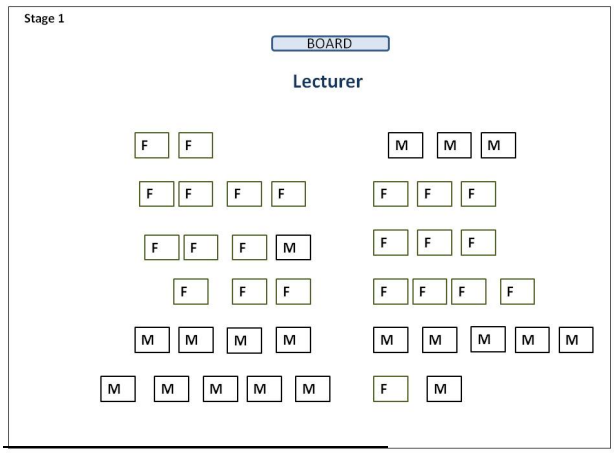
Example 1 interaction map

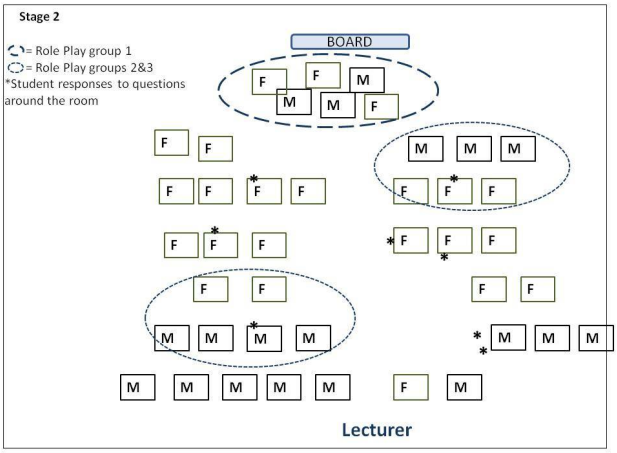
In this example the lecturer remained at the front of the room and interacted with the first two rows with a focus on two students.



Example 2 interaction map

In this example there were clear stages to the class. In stage I the lecturer stood in front of the class. In stage 3 groups presented role plays while the lecturer directed discussion from moved the back of the room.





[3] This protocol is adapted from Bell (2012) Report on teaching and learning at the University of Bhutan Transnational teaching teams: Professional development for quality enhancement of learning and teaching

Template 1: Notes on classroom observation (Page 1)
(Add pages as required)

Teacher	*Date*	*Subject*	*Number of students*
Observer	*Time and place*	*Topic of class*	*Campus*

Time	*Lecturer activity*	*student activity*	*Comment*

Template 2: Classroom Interaction Maps
(Add pages as required)

Teacher	*Observer*	*Date*	*Time and place*

Template 3: Summary of classroom observation

Teacher	*Date*	*Subject*	*Number of students*
Observer	*Time and place*	*Topic of class*	*Campus*

Aims and outcomes of subject

Physical space /place/ learning environment

Type of class (lecture, tutorial, laboratory etc.)

Proposed learning outcomes

-

Other contextual factors

Comment on interaction map (please attach)

Learning environment

- Approximate numbers of students
- Classroom atmosphere
- Student-centred? Transmission environment?

Proposed learning outcomes/ key questions

- Are learning outcomes and/or key questions discussed? How?
- Are international/intercultural learning outcomes articulated?

Opening

- How does session begin?
- What is the teacher saying/doing?
- What are the students doing/saying?

Communication/explanation/presentation/flow

- Are instructions, explanations etc communicated clearly?
- Who takes responsibility for the flow of the session?
- Does the sequencing of the session flow and make sense?

Learning activities

- What do the learning activities look like?
- What different learning activities are used?
- Who is involved?

Internationalisation of the curriculum

- Is an international or intercultural dimension evident in the content of the session?
- Are the teaching practices and learning activities inclusive of student from different backgrounds?

Examples, cases

- Are examples, cases relevant to the local context?
- Are the examples used applicable in different cultural contexts?
- Are the examples from multiple cultural contexts used?

Transnational teaching teams project: student survey

Use of resources, materials, images, models

- What material resources are used/included in the session?
- Who was using what materials and resources and how?

Use of technology

- What technologies are used/included in the session?
- Who was using the technologies and how?
- How were the technologies used to support learning?

Student engagement with teachers?

- How would you characterise the level and style of student engagement with the teacher? (high, low, sporadic, etc.)

Student engagement with peers

- How would you characterise the level and style of student engagement with each other within the classroom?
- How would you characterise the level and style of student engagement with each other across international sites?

Level of student activity

- How would you characterise the level and style of student activity?

Gender differences

- What patterns if any do you notice in relation to male and female participation and interaction?
- What is the breakdown between males and females in the student population?

Discussion

- How would you describe the level and extent of the discussion?

Questioning

- What sorts of questioning practices are you observing?
- What types of questions? (eg yes/no, analytical, comparative, open/closed)

Feedback to students and/or teacher on learning

- What feedback practices are you observing?
- What examples of feedback from the students to teacher are evident?
- What examples of feedback from teacher to students are evident?
- What examples of feedback from students to other students are evident?

Conclusion to session

- What practices are you observing in the conclusion of the session?
- How was the session concluded?
- Is a summary or recap evident, if so what did it look like?

Style of teaching

- How would you characterize the teaching style?
- What sorts of teaching practices do you notice?
- How would you describe the relationships between the teacher and the students?
- How would you describe the relationships between the students?

General and/or other comments

Transnational teaching teams project: student survey[1]

This survey seeks your feedback on your experiences studying in [subject name] one of the subjects that is in a transnational degree program. The results will be used to improve learning and teaching in transnational education programs. This survey is part of a study conducted by researchers at the University of Wollongong, INTI Laureate, Malaysia, RMIT, Melbourne, RMIT International University, Vietnam and the La Trobe University, Victoria. Thank you for taking the time to complete the survey.

Section 1: Demographic information

1. Gender:

   ☐Male ☐Female

2. Age:

   ☐16- 19 ☐20-29 ☐30-39 ☐40-49 ☐50-59 ☐60+

3. At which University/College are you undertaking your studies?

   ☐INTI International University and Colleges, Subang Jaya campus, Malaysia

   ☐INTI International University and Colleges, Penang campus, Malaysia

   ☐University of Wollongong, Australian campuses

   ☐RMIT, Melbourne campuses

   ☐ RMIT, International University Vietnam

[1] This survey was constructed using the following references: Wilkins & Balakrishnan (2012); Milliszewska & Sztendur (2012); Denson, Loveday & Dalton (2010) Leask (accessed 2012).

4. Study mode:

   ☐ Full-time ☐ Part-time

5. Employment: The average number of hours per week I work in paid employment in this session/semester is:

   ☐ I am not working ☐ Less than 15 hours ☐ 15-21 hours ☐ 22-35 hours ☐ More than 35 hours

6. Are you the first in your immediate family to attend university?

   ☐ Yes ☐ No ☐ I don't know

7. In what level program are you enrolled?

   ☐ Undergraduate – 1st year

   ☐ Undergraduate – 2nd year

   ☐ Undergraduate – 3rd year

   ☐ Undergraduate – 4th year

   ☐ Post-graduate

8. In which country were you born?

   _____

9. What is your first language?

   _____

Section 2: Teachers and teaching in this subject

In the following sections please circle the number that correspondents best with your response to the statements. Please answer in relation to this subject only.

	Strongly disagree				Neutral					Strongly agree
10. My lecturer(s) presents the subject material clearly	1	2	3	4	5	6	7	8	9	10
11.My tutor(s) presents the subject material clearly	1	2	3	4	5	6	7	8	9	10
12..I find my lecturer(s) in this subject approachable	1	2	3	4	5	6	7	8	9	10
13.I find my tutor(s) in this subject approachable	1	2	3	4	5	6	7	8	9	10
14. My lecturer (s) uses language that I understand	1	2	3	4	5	6	7	8	9	10
15. My tutor(s) uses language that I understand	1	2	3	4	5	6	7	8	9	10
16.I have as much contact with my lecturer(s) as I need	1	2	3	4	5	6	7	8	9	10
17. I have as much contact with my tutor(s) as I need	1	2	3	4	5	6	7	8	9	10
18. I find my lecturer(s) helpful in responding to questions	1	2	3	4	5	6	7	8	9	10
19. I find my tutor(s) helpful in responding to questions	1	2	3	4	5	6	7	8	9	10
20.My lecturer(s) is an expert in their field	1	2	3	4	5	6	7	8	9	10
21.My tutor(s) is an expert in their field	1	2	3	4	5	6	7	8	9	10
22. My lecturer(s) knows me by name	1	2	3	4	5	6	7	8	9	10
23. My tutor(s) knows me by name	1	2	3	4	5	6	7	8	9	10

Section 3: My learning in this subject

In the following sections please circle the number that correspondents best with your response to the statements. Please answer in relation to this subject only.

	Strongly disagree				Neutral					Strongly agree
24.My confidence in my study skills has improved through participating in the learning and assessment activities	1	2	3	4	5	6	7	8	9	10
25. I am effectively supported to further develop my academic English language and writing skills	1	2	3	4	5	6	7	8	9	10
26. The subject content is made relevant to my local context	1	2	3	4	5	6	7	8	9	10
27. In this subject I develop an understanding of the international context of my discipline and related professions	1	2	3	4	5	6	7	8	9	10
28. I generally feel that what I am learning in this subject is valuable and worthwhile	1	2	3	4	5	6	7	8	9	10
	Completely Dissatisfied				Neutral					Completely Satisfied
29. How satisfied are you with your ability to express yourself verbally using language appropriate to your discipline?	1	2	3	4	5	6	7	8	9	10
30. How satisfied are you with your ability to express yourself in writing using language appropriate to your discipline?	1	2	3	4	5	6	7	8	9	10

Section 4 Assessment and feedback

In the following sections please circle the number that correspondents best with your response to the statements. Please answer in relation to this subject only.

	Strongly disagree				Neutral					Strongly agree
31. I find the feedback I receive from my teachers assists my learning and performance in this subject	1	2	3	4	5	6	7	8	9	10
32. I receive detailed feedback on my work	1	2	3	4	5	6	7	8	9	10
33. The standards of work expected are made clear to me	1	2	3	4	5	6	7	8	9	10
34. I find I can plan, prepare and work at a pace that suits me in relation to assessment tasks in this subject	1	2	3	4	5	6	7	8	9	10
	Completely Dissatisfied				Neutral					Completely Satisfied
35. How satisfied are you with the time taken to mark and return your assessments?	1	2	3	4	5	6	7	8	9	10

Section 5: Connections and interactions

In the following sections please circle the number that correspondents best with your response to the statements. Please answer in relation to this subject only.

	Strongly disagree				Neutral					Strongly agree
36. My teachers encourage me to interact with other students in my class	1	2	3	4	5	6	7	8	9	10
37. I interact with students participating in this subject at campuses in other countries	1	2	3	4	5	6	7	8	9	10

	Strongly disagree				Neutral					Strongly agree
38. I have opportunities to communicate with others from cultures different to mine	1	2	3	4	5	6	7	8	9	10

Section 6: Satisfaction with degree programme

In the following sections please circle the number that correspondents best with your response to the statements. Please answer in relation to this subject only.

	Strongly disagree				Neutral					Strongly agree
39. So far, my degree program has met all my expectations	1	2	3	4	5	6	7	8	9	10
40. My choice of university degree program was a wise decision	1	2	3	4	5	6	7	8	9	10
41. My degree program offers good value for money	1	2	3	4	5	6	7	8	9	10
42. My degree program provides good opportunities and pathways to study abroad	1	2	3	4	5	6	7	8	9	10
43. My degree program provides good opportunities to learn intercultural skills and knowledge	1	2	3	4	5	6	7	8	9	10
44. My degree program provides good opportunities to learn the international context of my discipline and related professions	1	2	3	4	5	6	7	8	9	10
45. I can see how this degree program may assist me in my future employment and career	1	2	3	4	5	6	7	8	9	10

Section 7: Learning environment and resources

In the following sections please circle the number that correspondents best with your response to the statements. Please answer in relation to this subject only.

	Completely Dissatisfied				Neutral					Completely Satisfied
46. How satisfied are you with the library facilities available to meet your learning needs?	1	2	3	4	5	6	7	8	9	10
47. Overall, how satisfied are you with the subject materials available to meet your learning needs?	1	2	3	4	5	6	7	8	9	10
	Strongly disagree				Neutral					Strongly agree
48. Technology is used to provide learning resources outside of lectures, tutorials and laboratories	1	2	3	4	5	6	7	8	9	10
49. Overall, technology is used effectively to support my learning in my degree program	1	2	3	4	5	6	7	8	9	10
50. When I am on campus I can always get access to a computer to work on when needed	1	2	3	4	5	6	7	8	9	10
51. I can always access a suitable study area on campus when needed	1	2	3	4	5	6	7	8	9	10

52. What aspects of learning and teaching in this subject have you found most helpful?

_____

_____

_____

53. What aspects of learning and teaching this subject you would like to see improved?

_____

_____

_____

54. What aspects of your studies have you found most difficult since enrolling in this degree program?

_____

_____

_____

Appendix 2 Evaluation instruments

Symposium Evaluation

We value your comments on today's symposium.
Please complete the questions below by the end of the day.

The Transnational Teaching Teams Symposium: *(please mark one)*					**Comment:**
1. provided the opportunity to engage with transnational education issues	Strongly Agree	Agree	Disagree	Strongly Disagree	
2. provided the opportunity to explore resources developed by the project	Strongly Agree	Agree	Disagree	Strongly Disagree	
3. further developed my appreciation of the significance of a teaching team approach to transnational education	Strongly Agree	Agree	Disagree	Strongly Disagree	
4. further developed my appreciation of professional development practices for transnational education	Strongly Agree	Agree	Disagree	Strongly Disagree	
5. supported the development of my professional relationships and networks	Strongly Agree	Agree	Disagree	Strongly Disagree	
6. I intend to adapt or adopt an idea from the symposium in my own institution	Strongly Agree	Agree	Disagree	Strongly Disagree	
7. As a follow-up to this symposium I intend to:					
8. Further comment:					

Thank you!

Appendix 0: External evaluator report

Transnational teaching teams: professional development for quality enhancement of learning and teaching

Project Information

Year Funded:	2012
Grant (ex GST):	$220,000
Project Reference:	ID12-2240
Program:	Innovation & Development
Project Discipline:	Not disciplinary based
Project Keywords:	Internationalisation, Learning and teaching professional development, Transnational teaching teams

Lead Institution

University of Wollongong

Partner Institutions

INTI Laureate International University (Malaysia), RMIT International University (Vietnam), RMIT University, La Trobe University

Project Team

Dr Lynne Keevers and Dr Sumitha Ganesharatnam (Project Leaders), Associate Professor Geraldine Lefoe, Professor Barry Harper, Ms Fauziah Kp Dawood Sultan, Ms Jane LimSee Yin, Mr Vincent Loh, Professor Val Clulow, Dr Cathy Hall-van den Elsen, Mr Casey Scholz, Professor Betty Leask, and Dr Maureen Bell.

Evaluator: Emeritus Professor Mark Tennant[1]

[1] Mark Tennant is an Emeritus Professor of Education at the University of Technology, Sydney. He was Dean, University Graduate School for 10 years to 2010 and prior to that he was Dean of the Faculty of

Introduction

This project was funded by the OLT under the Innovation and Development Program, Priority: Internationalisation – transnational education, which is a competitive grants scheme. The project proposal views transnational education as "the delivery and/or assessment of programs/courses in a country other than Australia by an Australian-approved provider, where delivery includes a face-to-face component" (DEST, 2005, p.6). The aim of the project is *to develop, implement and evaluate an effective model of professional development for transnational teaching teams in higher education programs.*

Context for the evaluation

This project has already been subjected to an assessment process against a set of criteria in the Guidelines for the program. In addition to being assessed against the criteria, all proposals for grants for projects have been assessed for their contribution to the mission and objectives of the OLT and for their synergy with the OLT's values and principles for action. The project is consistent with OLT priorities of internationalization, consistency and quality, and the professional development of the teaching workforce.

The OLT has also expressed a particular view about the evaluation process and the role of the evaluator. That is, the evaluation is both formative and summative. In its formative aspect the evaluator is positioned as a critical friend providing feedback and commentary during the project on such matters as the clarity of documents, ethics approvals, the analysis of data, the theoretical framework or model being applied, the research design and data gathering process, the interpretation of data, the construction of resources, and dissemination/networking strategies. The summative aspect comprises a report at the conclusion of the project. The summative report has three principal functions: firstly, it has a quality assurance and auditing function for the funding agency (OLT); secondly, it recommends procedural and policy implications to the funding agency; and finally it provides feedback to the project team and others who have a stake in the research.

Evaluation Approach

As a 'critical friend' I have been engaged in all stages of the project e.g. how responsibility for outcomes and deliverables among team members is distributed, ethics approval, the internal evaluation process, and strategies for dissemination and documentation of outcomes. As such the distinction between my role and the role of the team members is a little blurred. Despite my broad engagement with the project

---

Education on two occasions. He was an AUQA Auditor for 10 years and is currently on the TEQSA Register. He has published widely on higher education and post-school teaching and learning.

I see my distinctive role as exclusively focusing on evaluation questions, and of course, writing the evaluation report.

The report itself is structured under the following headings:

- Project rationale, values and principles
- The concepts informing the project
- The research design and methodology
- Outcomes/deliverables (including resources)
- Management and governance of the project.
- What can be learned from this project?
- Recommendations

It is worth noting that the project team members are also configured as evaluators in this project, very much engaged in the iterative process of critique and commentary - the reflexive enquiry feature of participatory action research. As such much of the data feeding into the evaluation can be generated through the normal processes of conducting the project. As the evaluator of this project I have drawn on the following sources of information:

- Participation in the project as a critical friend
- Documents and documented processes
- Data generated from surveys, interviews, workshops and observations
- Formative evaluation data
- Workshops with participants/end users
- Feedback from participants
- Peer review of resources
- Informal discussions with the project team members
- Team members' critical reflection on the project.
- Feedback from the project advisory group

I should note here that this project is the most thoroughly documented project I have ever witnessed. The Dropbox, which was used to share material and document the project, contains 34 folders and 103 sub-folders with numerous documents in each folder. It is quite possible to gain a thorough understanding of the project through a forensic examination of these documents. Also, given the planning, acting, observing and reflecting orientation of this project I decided to mirror this in the way I carried out the evaluation. As such my approach was that of a participant observer. My participation in the project included attendance and/or contributions to 8 Team Meetings from September 2012 to August 2014, a two-day workshop in Malaysia, a one-day Advisory Committee Meeting in Melbourne, and a full-day Symposium at the University of Wollongong at which I facilitated the Summary and Discussion at the end of the day.

Project Rationale Values and Principles

The background for this project is the growth in transnational programs being offered by Australian universities with the corresponding need for the professional development of teachers, both onshore and offshore. Transnational education is a global phenomenon as higher education institutions seek to capture the growing global demand for higher education by implementing and delivering curricula outside national borders. Other terms capturing this phenomenon are 'offshore education', 'borderless education' and 'cross border education'. The transfer of teachers, students, curricula, and course materials may be accompanied by transnational or 'cross-border' partnerships between 'home' and 'host' institutions; or it may occur through the home institution setting up an 'off-shore' campus. Both types of transnational education are evident in this project, with UOW/INTI arrangement being a partnership and RMIT Vietnam being an offshore campus of RMIT (6000 students).

The UOW/INTI focus of the project builds on a pilot study funded by the University of Wollongong which identified the professional development needs of transnational teaching teams. The needs related to areas such as internationalisation of the curriculum, assessment practices and moderation, quality standards and assurance, intercultural competency and communication, and inclusive educative practice.

To address these needs the project team aimed to co-design, implement and evaluate a situated, professional development program. The UOW/INTI transnational teaching teams from the faculties of Law, Humanities and the Arts, Business and Engineering and Information sciences at Wollongong and Subang Jaya, Malaysia participated in professional practice development workshops based on participatory action learning.

The RMIT/RMIT Vietnam focus of the project was to develop and evaluate a professional development framework and guidelines for transnational teaching teams. The focus throughout the project was on developing and evaluating an induction program, largely through identifying current practices, especially in relation to ensuring equivalence and comparability. The project identified broader practices and challenges of transnational teaching which were subsequently incorporated into the Induction Program.

RMIT/RMIT Vietnam and the UOW/INTI have in common a set of values and principles underpinning their approach in this project. At the outset there has been a concern with fostering a strong sense of belonging among members through building a community of practice which has teamwork, communication and relationships as its core strengths.

The concepts informing the project/research design and methodology

The project draws on the concepts of distributed leadership, participatory action research/learning, and practice-based learning and knowing. These concepts reflect the broad values of collaboration, diversity and inclusiveness.

The project team see distributed leadership as

a form of shared leadership that is underpinned by a more collective and inclusive philosophy than traditional leadership theory that focuses on skills, traits and behaviours of individual leaders" (Jones et al 2011). In so doing it recognises relationships as the source of, and support for, flexibility for change.

Distributed leadership is thus located within what the team members refer to as 'collective' theories of leadership. (LE11-2000 Evidence-based benchmarking framework for a distributed leadership approach to capacity building in learning and teaching). There is an implicit critique here of individualistic approaches to leadership which aim to only develop individual skills and attributes. In the context of this project, distributed leadership should be considered a key aspect of the methodology.

Practice-based learning and knowing sees professional practice knowledge (as in this case) as being something which is flexible rather than fixed, and changing rather than static. This is because such knowledge is context bound and is constituted and reconstituted as professionals engage in practice.

Participatory action research/learning is well suited to an epistemology of practice. It involves a spiral of planning, acting, observing and.

Outcomes and Deliverables

Outcomes	Commentary
Curriculum, resources and pedagogical processes for providing teaching and learning professional development for transnational teaching teams that have been peer reviewed and evaluated.	A Transnational Teaching Teams Tool Kit Case studies (see Report pages 48-50) have been developed with 8 Toolboxes (see Report page 12 and details of each on pages 47-48). Each toolbox comprises a guide, a peer-reviewed curriculum, together with pedagogical processes and resources. All-day workshops with the Advisory group were held in Wollongong and

	Melbourne. The purpose was to evaluate and review the materials.
Implementation and evaluation of the professional development program with transnational teaching teams.	UOW/INTI established disciplinary-based PAL teams. RMIT/RMIT Vietnam developed and evaluated an induction program for transnational teachers. Internal and external evaluation was ongoing throughout the project. An internal evaluation strategy was developed early in 2013 comprising interviews, surveys, observations, PAL processes, reflexive discussions of team members, and discussions among project members (see Report p 13). The numbers participating in the evaluation included 768 students, 36 teaching team members in 5 reflexive/evaluative group discussions, video interviews with 4 students and 9 teaching team members, 18 observations of teaching and learning practices, 60 teaching team survey participants and 50 stakeholder interviews.
Strengthened communication, relationships and teamwork within selected transnational teaching teams from: the UOW and INTI Laureate, Malaysia; the RMIT College of Business and RMIT Vietnam; and La Trobe and identified strategies for adaptation elsewhere.	The PAL team activities certainly established an international community of practice. The RMIT/RMIT Vietnam activities fostered a stronger engagement between the sites. See video clips of teaching team members and students. Evidence is to be found from comments in participative reflections, iterative discussions, interviews and student surveys.
Establishment of a community of practitioners committed to enhancing the quality of teaching and learning in transnational higher education programs. Increased inclusion and sense of belonging of transnational co-teachers within cross-institutional communities of practice focused on teaching and learning improvement.	PAL project team activities have embedded a community of practice. Attention to COP at INTI through seminars and workshops and Project Team meetings in KL. Similarly with RMIT/RMIT Vietnam – the development of an induction program helped build a COP. Evidence of a greater sense of belonging through comments made in evaluations. The Symposium has contributed to the establishment of a broader COP and the website provides the possibility for sharing resources.

Influence on institutional policies, guidelines and practices for transnational teaching through an implementation strategy.	There has been a change in both practices and supporting policies/guidelines in the participating universities. The broad strategy has been to engage senior people in the project and to disseminate the results of the project and the issues arising through the Symposium, the Website http://transnationalteachingteams.org/, Workshops and symposia in Malaysia, Vietnam and Melbourne, the Project report, and Conference presentations and publications. An extension grant has been proposed which would develop resources targeted at university managers and administrators.

Deliverables	Commentary
A program that includes a framework, peer-reviewed curriculum, pedagogical processes and resources toolbox for providing teaching and learning professional development for transnational teaching teams in higher education programs using a work-based, action-learning process.	The project team has developed a set of Principles and a Framework for transnational teaching teams. (see website and page 44-47 of the Report). See also the Toolboxes, Case studies and associated resources. The Toolkit was reviewed by the Advisory Group and the materials reviewed at two workshops in Melbourne and Wollongong.
An evaluation of the implementation of the curriculum with teaching teams comprised of subject coordinators and co-teachers from: INTI Laureate, Malaysia and the UOW, Australia; and RMIT Vietnam and RMIT College of Business,	Induction program piloted and evaluated (RMIT Vietnam) PAL process used to develop, evaluate and refine the PD program for UOW/INTI.
A facilitator guide on using and adapting the curriculum, resources toolbox and pedagogical processes to enable contexualisation and implementation in other Australian Universities and their transnational partner institutions	Facilitator guides have been developed for each toolbox.
Dissemination of the PD framework, curriculum, resources toolbox and	The principal dissemination strategy has been to develop resources which are

pedagogical processes to all interested Australian higher education institutions	available on a website, to conduct a Symposium, to produce a thorough Report on the project and to conduct workshops and seminars. This is in addition to normal academic conferences and publications (see below) There is a plan to develop materials targeted a managers and administrators. (See p 15 of the Report_
Virtual community of practice established to enable access and distribution of the professional development framework, curriculum, pedagogical processes and resources.	The communities of practice were initially those established within the participating universities. The Symposium has helped to develop and strengthen networks outside the participating universities. There were 90 participants in the symposium with 12 universities represented. The Symposium was evaluated and the results were overwhelming positive. (see page 43 of the Report)
Conference papers and journal publications	The Report identifies one journal article and 6 conference presentations: ICED Conference Bangkok 2012 International conference on teaching and learning Bangkok (2013) HERDSA Auckland (2013) ICERI Seville (2013) Journal of Education for Teaching (2014) Higher Education Forum Wollongong (2013) OLT Conference Sydney 2013)
Literature review relevant to the learning and teaching professional development of transnational teaching teams.	Completed – see Chapter 2 of Report. It is worth noting that another recent literature review (Watervale et al 2014) identifies the questions that this project sets out to address 'How to create teams of home and host teachers?' and How to promote a sense of ownership among host institution staff?'

I agree with the Project Team's assessment in the Executive summary that the aims were met and project outcomes achieved. I should emphasise here the quality of the materials produced by the project: the Professional Development Principles and Guides, the Professional Development Toolkit, the Resource Toolkit, and the Case

Studies have all been produced through an analysis of needs, feedback from evaluations and ongoing planning, acting, observing and reflecting. The resources are extensive and exhibit a consistently high quality with good production values and they can easily be adapted by others for their own use or edification.

Project Design and Methodology

The overall approach has been outlined above and is explained in detail in Chapter 3 of the Report. In addition to the focus on practice through a participatory action research/learning methodology the project employed a range of traditional data gathering tools/approaches including:

- Interviews and surveys of staff and students and other stakeholders
- Observations of learning and teaching practices across sites
- Participatory Action Learning Projects
- Reflexive Discussions with teaching teams
- Ongoing formative evaluations
- Project team meetings
- Workshops with TTT and the Advisory Group

The Report outlines how each of these were implemented in the project. Basically the data gathered was used to design, pilot and evaluate the practice development program and to formulate the Principles and a Framework for the professional development of transnational teaching teams. See Appendix 1 of the Report for details of the surveys, interview schedules and observation template. Chapter 5 of the Report describes and analyses the results of the various data gathering tools, in particular the quantitative data gathered from the teaching team member survey and the student survey, and qualitative data gathered from the teaching interviews, observations, and teaching team reflexive group discussions. These results contributed to the form and content of the resources developed in the project.

In addition to the participatory action learning/research approach there is the question of whether an epistemology of practice is evident in this project. Participatory action learning/ research itself doesn't guarantee the adoption of an epistemology of practice. Even though it entails the elements of planning, acting, observing and reflecting, PAL may lead to an outcome (eg. resources) in which knowledge is fixed and stable rather than context bound, flexible and changing. In my view this project exemplified an epistemology of practice in both the approach taken and in the resources produced. In particular the resources focus on processes rather than providing formulaic guides. For example the majority of the Case Studies (available on the website) provide a detailed account of how disciplinary-based teaching teams engaged in the project. This includes the aims, rationale, principles, things that worked well, challenges, aspects critical to success and areas for improvement. As such they foster a reflection engagement with practice.

The conduct of the project can be evaluated against the Professional Development Principles it identified. As a result of my participant observation I can confidently tick off each of these principles as they applied to the project

- is collaboratively designed and negotiated ✔
- is practice-based ✔
- builds trust and a sense of belonging ✔
- involves all members of the teaching team ✔
- addresses the intercultural nature of transnational teaching ✔
- harnesses the diversity of the teaching team ✔
- promotes distributed leadership ✔
- is flexible and context-sensitive ✔

Management and Governance

This project was challenging in that it was multi-site, international, it had two distinct collaborations and it relied on a range of communication technologies. The two leaders of the project worked well together to create a coherent and committed team. The communication was excellent among the team and there was a culture of openness and sharing. The Advisory Group was engaged in the project and the Specialist Advisor was a real asset.

What can be learned from the project?

Chapter 7 of the Report identifies the critical success factors and challenges. I agree with the Report's assessment and have separately identifies similar 'critical success factors as follows:

1. Distributed leadership model – committed leaders in Lynne Keevers and Sumitra Ganesharatnam

I have mentioned above how the conduct of the project exemplified the professional development principles it espouses. This resulted in a coherent and engaged team, which is a credit to the leaders and the way in which they empowered others as equals and valued participants in the project.

2. The value of having more than one partnership in the project. (see also Recommendations)

The inclusion of the RMIT/RMIT partnership in the project, although potentially very disruptive, was in the end a great bonus. The different cross-border relationships provided a diversity and breath to the project that would otherwise not be apparent. What appeared initially to me as parallel projects turned out to be very nicely integrated. Once again this was dependent on the goodwill and spirit of inclusiveness of the people involved.

3. The Participatory Action Learning approach

The PAL approach with its focus on practice and the context of participants certainly resulted in an engaged and collaborative pedagogy. Evidence for this comes from the well documented Case Studies which are summarised in the Report but are dealt with in detail in the website.

4. Effective communication, connections and relationships

A major finding of the project is that communication and negotiation are necessary for the development and maintenance of effective and collegial transnational teaching teams. Standing alone this appears as a motherhood statement. The value of this project is that is has been able to tease out what this means in the context of transnational teaching teams. This finding applies equally to the project team, where communication, connections and relationships were underpinned by respect and recognition.

5. The value of having a range of committed and supportive people with expertise in transnational education

Professor Betty Leask was a great asset to the project team. She acted as an expert sounding board but was also able to provide broader scholarly input to the project by co-authoring an article, conducting seminars and workshops, and presenting at symposia and conferences. The team included another academic in the area of internationalisation, Dr Maureen Bell, who also made a scholarly contribution; and Professor Barry Harper, Academic Dean of UOW Programmes at INTI International University and Colleges in Malaysia and Pro Vice-Chancellor South East Asia. Both Maureen and Barry contributed enormously to the success of the project. Additionally having Deans of programs, subject co-ordinators, and sessional staff involved in the project, together with a DVCi and a College President on the advisory group, meant that there was multi-level, inclusive engagement which contributed to the overall success of the project.

Recommendations

1. That OLT develop a protocol or a set of criteria for requiring additional partners for projects.

The project application was based on a UOW/INTI collaboration. The OLT requested UOW seek two additional Australian partners and one more international partner at short notice. As it turned out this was beneficial, but it did create unanticipated demands for the management and leadership of the project especially given that the new partners were not privy to the values, rationale and methodology of the project proposal. If the OLT has not already done so it should consider its role in brokering connections between projects and institutions.

2. That OLT consider funding projects that help to build institutional capabilities in transnational education.

This project was fundamentally about the pedagogy of professional development in the context of transnational teaching teams. However institutional support is essential for the success of transnational education. Such institutional support, in the form of policies and practices, needs to be present in both collaborating institutions. The constraints need also to be understood, especially those relating to different national accreditation standards and audit regimes.

3. That OLT consider funding projects that examine different forms of international collaboration.

In her address to the Symposium Professor Leask spoke of the paradigm shifts in transnational education: from an export-import model to and 'equivalence with difference' model, to a co-constructed curricula model. Perhaps there is also a further paradigm in jointly badged degrees? While the underlying principles may be constant across different forms, the supporting institutional infrastructure and pedagogical practices may need to be adapted for different forms of collaboration.

4. That OLT convene a meeting of OLT project evaluators to discuss their experiences and suggestions for improving the grant evaluation process and to discuss the role of the external evaluator.

The Higher Education Learning and Teaching Review, which in many ways is the foundation document for the operation of the OLT there is a comment about the role of the evaluator to the effect that the current evaluation process should be reviewed. In response to this there is a need to clarify the intent of evaluation and to evaluate the grants program as a whole. There are some issues in the evaluation process such as how to manage being a 'critical friend' while at the same time maintaining a 'critical distance', how to maintain an 'independent' stance while being employed by the project team and while working to its established evaluation process. And finally there is the issue of the relationship between the project team as evaluators and the officially appointed evaluator.

Transnational Teaching Teams

Professional development for quality enhancement of learning and teaching

FINAL REPORT 2014